# REPORT RESUMES

ED 002 996 24
HIGHER EDUCATION OF SOUTHWESTERN INDIANS WITH REFERENCE TO SUCCESS AND FAILURE.
BY- MCGRATH, G.D.
ARIZONA STATE UNIV., TEMPE
REPORT NUMBER CRP-938-SUPPL. PUB DATE 62
EDRS PRICE MF-$0.27 HC-$5.44 136P.

DESCRIPTORS- *RESEARCH TOOLS, QUESTIONNAIRES, RESEARCH METHODOLOGY, *HIGHER EDUCATION, *INTERVIEWS, FIELD INTERVIEWS, *DATA COLLECTION, DATA SHEETS, *AMERICAN INDIAN, QUESTION ANSWER INTERVIEWS, TEMPE, ARIZONA

REPORTED HERE ARE VARIOUS QUESTIONNAIRES, FORMS, AND STRUCTURED INTERVIEW MATERIALS USEFUL AS A SUPPLEMENT TO ED 002 995. THE MATERIAL WAS USED TO COLLECT DATA FOR A STUDY OF THE HIGHER EDUCATION OF SOUTHWESTERN UNITED STATES INDIANS. INSTRUCTIONS FOR ADMINISTERING EACH DEVICE ARE INCLUDED. (WN)

ED002996

938

# SUPPLEMENT

## Higher Education of Southwestern Indians with Reference to Success and Failure

## APPENDIX SECTION

A. Institution and Organization Scholarship Programs for Indian Students.

B. An Instrument to Obtain Information from Colleges and Universities Concerning Past, Present and Future Activities and Programs in Indian Education.

C. Tribal Programs for College Students.

D. Instructions for Instrument 1-1 (In School).

E. Indian Students in College: Information Obtained from Students.

F. Indian Students in College: Information Obtained from College Records.

G. Indian Students in College: Information Obtained from Students' College Instructors and Adviser.

H. Indian Students in College: Information Obtained from High School Records.

I. *Instructions for Instrument 2-5.*

J. Student Drop-out and Exit Interview: Information Obtained from Indian Students.

K. Student Drop-out and Exit Interview: Information Obtained from College Records.

L. Student Drop-out and Exit Interview: Information Obtained from Student's College Instructors and Advisors.

M. Student Drop-out and Exit Interview: Information Obtained from High School Records.

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

# APPENDIX A

## Institution and Organization Scholarship Programs for Indian Students

Instrument Number 6-4
Institution and Organization Scholarship Programs
For Indian Students

**NOTE**: This instrument is designed to elicit information from representatives of institutions and organizations concerning policies and practices in awarding scholarships to Indian students.

**1-6.** Name of organization____________________

**2-6.** Address of organization____________________
P. O. Box Number or Street City State

**3-6.** Name of official supplying information____________________
Last First Middle

**4-6.** Official title or position held by person supplying information____________________

**5-6.** Scholarships awarded to Indian students. (Complete Table I below)

TABLE I

SCHOLARSHIP DATA

| Period | Number of Scholarships Awarded to Indians | | Total Dollar Value of All Scholarships* | Range in Dollar Value of Individual Scholarships** | |
|---|---|---|---|---|---|
| | To Boys | To Girls | | Highest | Lowest |
| July 1, 1958 - June 30, 1959 | | | | | |
| July 1, 1959 - June 30, 1960 | | | | | |
| July 1, 1960 - June 30, 1961 | | | | | |
| July 1, 1961 - June 30, 1962 | | | | | |

* Dollar value of scholarships awarded to Indians only.

** Show dollar value of smallest and largest scholarships awarded to Indians during each of the 3-year periods.

**6-6.** Individual scholarship recipients from July 1, 1958 through the present. (Complete Table II below)

## TABLE II

## DATA ON INDIVIDUAL SCHOLARSHIP RECIPIENTS

| | | | | Check One | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Name | College Attended | Curriculum | Classification | Degree Received | Not in School | Currently Enrolled | Tribe | Date of 1st Grant | Date of last Grant | Comments |
| John Jones | Arizona State University-Tempe | Elem. Ed. | Soph. | | | X | Ute | 9/59 | 9/61 | Married and Continued School |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

**7-6.** For how long has this organization provided scholarships to Indian students? (Indicate number of years)

____________________ years.

**8-6.** Do you provide scholarships to non-Indian college students? (Circle One) Yes No

**9-6.** For what reason or reasons does the organization assist Indians who go to college? (Be specific, state as many reasons as are appropriate. If more space is needed, write on the reverse side.)

1. ________________________________________

________________________________________

2. ________________________________________

________________________________________

3. ________________________________________

________________________________________

**10-6.** Does the organization have a scholarship committee? (Circle One) Yes No (If Yes, answer question 10-6a; if No, skip to question 11-6.)

**10-6a.** What services are performed by the scholarship committee? (Check as many as apply)

____1. Establish policy for administering scholarship program

____2. Review scholarship applications

____3. Interview applicants

____4. Select scholarship recipients

____5. Other (Specify)______________________________

**11-6.** Does the organization specify the exact purpose for which scholarship funds are to be spent--i.e., tuition, board and room, books and supplies, etc. (Circle One) Yes No

**12-6.** Does the organization keep a cumulative record of student's academic progress? (Circle One) Yes No

**13-6.** Are there any colleges or universities which a student MAY NOT attend on a scholarship because of restrictions placed by the organization? (Circle One) Yes No (If Yes, answer question 13-6a; if No, skip to question 14-6.)

**13-6a.** What are the reasons why a student receiving a scholarship MAY NOT attend certain colleges or universities? (Be specific. State as many reasons as are appropriate)

1. ____________________

____________________

2. ____________________

____________________

3. ____________________

____________________

**14-6.** How are the recipients of Indian scholarships selected? (Check as many as apply)

____1. Selection is made by the organization from written applications

____2. Organization delegates authority to make selection to high school from which student graduates

____3. Selection is made by a committee named by the organization for this purpose

____4. Organization selects winners of announced, competitive contests

____5. Other (Specify) ____________________

**15-6.** Are you satisfied with the methods your organization uses to select scholarship recipients? (Circle One)

Yes No (If Yes, skip to question 16-6; if No, complete question 15-6a.)

**15-6a.** What policy or other changes if made, would improve your present scholarship program? (Be specific. List changes which you recommend. If more space is needed use the other side of this page)

1. ____________________

____________________

2. ____________________

____________________

3. ____________________

____________________

**16-6.** What factors are considered in making scholarship awards? (Check as many as apply)

____1. Academic achievement in high school

____2. Recommendation of school officials

____3. Achievement on tests administered by the organization or by direction of the organization

____4. Tribal membership

____5. Students financial standing

____6. Interest of student in a specific academic field--i.e., engineering, health, etc.

____7. Other (Specify) ____________________

**17-6.** How are scholarship funds disbursed by the organization? (Check as many as apply)

____1. By payment of the entire amount of the scholarship to the student in one lump sum payment

____2. By installment payments to the students throughout the school year

____3. By payment to the institution in which the student is enrolled

____4. By payment to an individual acting as guardian of the student

____5. No payment involved--scholarship is a waiver of tuition and fees or other expenses of attending college

____6. Other (Specify) ____________________

18-6. What academic standards must a student meet in order to obtain a second, third or subsequent scholarship? (If no academic standards are required, write None in the space below)

(Specify) ____________________

____________________

____________________

____________________

19-6. What changes are contemplated for the present scholarship program? (Circle as many as apply) (1) No change (2) Curtail (3) Expand (4) Discontinue (5) Other (Specify) ____________________

____________________

20-6. Are applicants for scholarships required to take specific tests before scholarships are awarded? (Circle One)

Yes No (If Yes, answer questions 20-6a., 20-6b., 20-6c. and 20-6d. If No, skip to question 21-6.

20-6a. Are tests administered by someone in the organization? (Circle One) Yes No

20-6b. What tests are administered? (List each test required of applicants regardless of whether they are administered by the organization or someone outside the organization. Listing them as Test No. 1, No. 2, etc. facilitates answering question 20-6c. and 20-6d. below.)

Test No. 1 ____________________

Test No. 2 ____________________

Test No. 3 ____________________

20-6c. Why were these tests selected for use in determining who should receive scholarships? (State the specific reason for each test listed in the question immediately above)

Test No. 1 ______________________________

______________________________

Test No. 2 ______________________________

______________________________

Test No. 3 ______________________________

______________________________

20-6d. For each test listed in question 20-6b. above, show what norm group is used and minimum acceptable score.

Test No. 1: (Circle appropriate group) (1) Local (2) Published (3) Other (Specify)__________

Minimum acceptable score for scholarship (Specify)__________

Test No. 2: (Circle appropriate group) (1) Local (2) Published (3) Other (Specify)__________

Minimum acceptable score for scholarship (Specify)__________

Test No. 3: (Circle appropriate group) (1) Local (2) Published (3) Other (Specify)__________

Minimum acceptable score for scholarship (Specify)__________

21-6. If "success" means the completion of a college or university program, and "failure" means that a student drops out of or leaves the college or university prior to completion of his program, are the methods you use in awarding scholarships to Indian students predictors of success? (Circle One) (1) Yes (2) No (3) Cannot Say

22-6. What percentage of the Indian students who received scholarships from your organization during each of the years stated in question 3-6. dropped out of, left college, or failed to return to college for the following year? (Circle the percentage figure most nearly correct for each period)

1. July 1, 1958 - June 30, 1959 (Circle One) 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

2. July 1, 1959 - June 30, 1960 (Circle One) 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

3. July 1, 1960 - June 30, 1961 (Circle One) 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

23-6. Is your organization satisfied with the number of Indian students that go on to college?

24-6. Based on the experience of your organization, what do you believe are the three main reasons Indians drop out of college?

1.

2.

3.

25-6. What do you think might be done to help Indian students better succeed in college?

26-6. What other specific information about your scholarship program for Indians can you give that might be important for understanding Indians in college. Include in your statement any policies or details considering administration that are not called for elsewhere in this instrument.

## APPENDIX B

## An Instrument to Obtain Information from Colleges and Universities Concerning Past, Present, and Future Activities and Programs in Indian Education

# AN INSTRUMENT TO OBTAIN INFORMATION FROM COLLEGES AND UNIVERSITIES CONCERNING PAST, PRESENT, AND FUTURE ACTIVITIES AND PROGRAMS IN INDIAN EDUCATION

Name of College or University:__________ Information Submitted by:__________

1. List all courses offered in Indian Education at your college or university. These courses may be offered in a variety of departments; Sociology, Anthropology, Education, or others. (For purposes of this study "Indian Education refers to college courses, workshops, projects and documents which are primarily of value to teachers, administrators, professional workers, tribal leaders, and others who work with Indians".)

| Course Number | Title of Course | Semester Hours |
|---|---|---|
| SAMPLE: Education 366 | Indian Education workshop | 3 |
| SAMPLE: Sociology 466 | American Indian Cultural Patterns | 3 |
| 1. None | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |
| 11. | | |
| 12. | | |
| 13. | | |
| 14. | | |

Please attach additional sheets if necessary.

2. Research completed on Indian Education (Note earlier definition) at your institution from 1955 - 1961. Please include theses, dissertations, contracted research, private research work of students and faculty.

| | Title of Research Project | Financial Cost of Project | Financed by | Duration | | Is the Project in Publication Form? |
|---|---|---|---|---|---|---|
| | | | | From: | To: | |
| SAMPLE: | American Indian Secondary Schools Today | .0 | None | June, 1959 | Aug., 1960 | Yes |
| 1. | NONE | | | | | |
| 2 | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |
| 6. | | | | | | |
| 7. | | | | | | |
| 8. | | | | | | |
| 9. | | | | | | |
| 10. | | | | | | |
| 11. | | | | | | |

Please attach additional sheets if necessary.

3. Research in process in the field of Indian Education. Please include theses dissertations, contracted research, and private research work of students and faculty.

| | Title of Project | Name of Major Researcher | Date of Completion |
|---|---|---|---|
| SAMPLE: | A Survey of Indian Scholarships in higher Education | John R. Peterson | June, 1962 |
| 1. | NONE | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |
| 11. | | | |
| 12. | | | |
| 13. | | | |
| 14. | | | |

Please attach additional sheets if necessary.

4. Publications, other than the research documents already cited on page 2, of Indian Education which are available in your institution's library. Please include theses, dissertations, books, magazines, journals, and all such documents.

| Name of Author | Title of Publication | Year |
|---|---|---|
| SAMPLE: Clyde P. Rowe | The Navajo Orientation Program at University of New Mexico | |
| 1. Ag. Exp. Station | Appraisal of Bureau of Indian Affairs Credit Program, Gallup | May 1959 |
| XI<br>2. New Mex. Ext. News | Indian Boys & Girls are outstanding 4 H'ers | Nov. 1954 |
| 3. " | Mescalero Indian Extension Clubs Make Progress in First Year | Aug. 1955 |
| XI<br>4. " | Santa Fe Indian School Girl is States' Champion Cherry Pie Baker | Nov. 1955 |
| XI<br>5. " | An Improved Way of Life | Apr. 1956 |
| 6. " | Indian Farmer Uses Modern Methods | Mar. 1956 |
| 7. " | Jicarilla Apaches Fight New Virus Disease of Sheep | Nov. 1957 |
| 8. " | Which Cow Has Bangs | Dec. 1957 |
| 9. " | Indian Women Like Homemakers College | Sept. 1959 |
| 10. " | Crested Wheatgrass Seeding Improves Indians' Rangeland | Nov. 1959 |
| 11. " | USDA NMSU Develop Navajo Sheep | Aug. 1960 |
| XI<br>12. " | Extension Service Educates for Action | Sept. 1960 |
| 13. " | Mescalero Apaches Adapt to Modern Life, Agriculture | Oct. 1960 |
| 14. " | Zuni Woolgrowers Battle Epididymitis of Rams | Sept. 1961 |

Please attach additional sheets if necessary.

New Mexico State U.

5. Please list chronologically the services which your college or university has provided to state and federal agencies, Indian schools, groups, tribes, associations, since 1955. (Please check with all departments which might sponsor such services: Recreation, Art, Education, Sociology, Anthropology, etc.)

| Type of Service | Subject | Group Served |
|---|---|---|
| SAMPLE: Field Trip | Leadership Training for Tribal Leaders | Navajo |
| SAMPLE: Workshop | Economic Development on the Reservation | Regional delegates from three states |
| 1. Short Course | Homemaker's College - started 1956 - Held yearly | Delegates from ten different tribes |
| 2. Extension | Home Economics Extension Work Program - which includes Adult training courses. This is a year round program | Zuni, Navajo, Muscalero and Jicarilla Tribes |
| 3. | | |
| 4. Specialists | Specialists go out to the Indians from NMSU each year at different times to run workshops such as nutrition, foods, clothing, money management, etc. Also have Business experts go to tribes with them, generally member of BIA | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |
| 11. | | |
| 12. | | |
| 13. | | |

Please attach additional sheets if necessary.

6. Present practice.

| | | YES | NO | ADDITIONAL REMARKS |
|---|---|---|---|---|
| 1. Does your institution identify Indian students in college records? | 1. | X | | |
| 2. Does your institution have an Indian Club on campus? | 2. | X | | |
| 3. Do you offer a special college orientation program for Indian high school graduates who plan to attend college? | 3. | | X | |
| 4. Do you have special remedial courses for Indian students only? | 4. | | X | |
| 5. Do you have special guidance and counseling for Indian students only? | 5. | | X | |
| 6. Does your institution provide special tutors for Indian students? | 6. | | X | |
| 7. Do you have a special advisor for Indian students? | 7. | X | | |
| 8. Are opportunities provided at your institution for Indian students to demonstrate and share their cultural background, crafts, exhibits, talks, etc? | 8. | | X | |
| 9. Does your institution house Indian students together? | 9. | | X | |
| 10. Does your institution designate a specified number of scholarships to be awarded to Indian students only? | 10. | | X | |
| 11. Does your institution provide special awards or other recognitions to Indian students? If you answered "yes", please specify the kinds of awards or other recognitions. | 11. | | X | |

A. ______________________________

______________________________

B. ______________________________

______________________________

C. ______________________________

______________________________

D. ______________________________

______________________________

# APPENDIX C

## Tribal Programs for College Students

## INSTRUMENT NUMBER 5-3
## TRIBAL PROGRAMS FOR COLLEGE STUDENTS

Code Number ____-5-3

**NOTE:** This instrument is to be used exclusively to obtain information from tribal officials and leaders regarding special assistance programs for college students.

1-3. Name of tribe about which information is obtained ______________________________

2-3. Address of tribal agency or headquarters ______________________ (Post Office) ______________________ (State)

3-3. Name of tribal leader or official supplying this information __________ (Last) __________ (First) __________ (Middle)

4-3. Official title or tribal position held by person supplying this information (If more than one position is held, list each position separately--i.e., councilman, member of education committee, etc.)

(1)____________________ (2)____________________ (3)____________________

5-3. Does the tribe presently assist Indian students in college? (Circle One) Yes No (IF YES, answer questions 5-3a. through 5-3p. - IF NO, skip to question 6-3.)

5-3a. What types of assistance are given by the tribe to Indian students who go to college? (Circle as many as apply) (1) Scholarships (2) Loans (3) Employment by tribe during non-school months

(4) Tribal assistance in finding employment (5) Other (Specify) ______________________

5-3b. For how long has the tribe been giving assistance to Indian students who go to college? (Circle One)

(1) Less than one year (2) One year (3) Two years (4) Three years (5) Four years (6) Five years

(7) More than five years

Code Number_____-5-3

5-3c. Do you know of any plans for changing the tribe's programs to assist Indian students who go to college within the next five years? (Circle One) Yes No (IF YES, answer question 5-3d. - IF NO, skip to question 5-3e.)

5-3d. What changes are contemplated for the present programs? (Circle as many as apply) (1) Curtail (2) Expand (3) Discontinue (4) Other (Specify) ______________________

5-3e. Do you question the value of any of your current tribal assistance programs for college students? (Circle One) Yes No (IF YES, answer questions 5-3f. and 5-3g. - IF NO, skip to question 5-3h.)

5-3f. What program or programs do you question? (Specify)

(1) ______________________

(2) ______________________

(3) ______________________

5-3g. What is your criticism of the current assistance programs? (Be specific)

(1) Scholarship Program ______________________

(2) Loans ______________________

(3) Employment by the tribe during non-school months ______________________

(4) Tribal assistance in finding employment ____________________

____________________

(5) Other kinds of assistance ____________________

____________________

**5-3h.** Have any of the assistance programs for college students currently sponsored by your tribe been criticised by anyone other than yourself? (Circle one) Yes No (IF YES, answer questions 5-3i., 5-3j., and 5-3k. - IF NO, skip to question 5-3m.

**5-3i.** What program or programs have been questioned by someone else? (Specify)

(1) ____________________

(2) ____________________

(3) ____________________

**5-3j.** Who, other than yourself, has questioned the value of the tribe's current assistance programs? (Specify)

(1) ____________________

(2) ____________________

(3) ____________________

**5-3k.** What was the criticism made about the tribe's assistance program or programs? (Be Specific)

(1) Scholarship Program ____________________

____________________

(2) Loans ____________________

____________________

(3) Employment by tribe during non-school months ____________________

____________________

(4) Tribal assistance in finding employment ____________________

____________________

(5) Other kinds of assistance ____________________

____________________

5-3m. How many Indian students in college will receive some type of assistance from the tribe during the 1960-61 school year? (State actual or estimated number) ____________________

5-3n. Is the number you gave in answer to the question above, 5-3m., actual or estimated (Circle One)

(1) Actual (2) Estimated

6-3. Have any programs to assist Indian students in college been started and discontinued in the past? (Circle One)

Yes No (IF YES, answer questions 6-3a. - IF NO, skip to question 7-3.)

6-3a. What programs were discontinued? (Complete TABLE I next page)

### TABLE I

### DISCONTINUED TRIBAL PROGRAMS

| PROGRAM<br>(List each separately) | REASONS FOR DISCONTINUANCE<br>(Circle as many numbered reasons below as are appropriate) |
|---|---|
| | 1. Lack of adequate tribal funds<br>2. Too few Indians attending college<br>3. Lack of interest by members of the tribe<br>4. Too many Indians drop-out before completing college<br>5. Other (Specify) ____________ |
| | 1. Lack of adequate tribal funds<br>2. Too few Indians attending college<br>3. Lack of interest by members of the tribe<br>4. Too many Indians drop-out before completing college<br>5. Other (Specify) ____________ |
| | 1. Lack of adequate tribal funds<br>2. Too few Indians attending college<br>3. Lack of interest by members of the tribe<br>4. Too many Indians drop-out before completing college<br>5. Other (Specify) ____________ |

Code Number _____-5-3

7-3. What new programs, if any, to assist Indian students in college are contemplated by the tribe? (Circle as many as apply) (1) None (2) Scholarships (3) Loans (4) Tribal assistance in finding employment (5) Employment by tribe during non-school months (6) Other (Specify) ______________________________

8-3. If your answer to question number 5-3. was NO, what are the reasons why your tribe does not assist Indian students in college? (Circle as many as apply) (1) Tribe does not have adequate funds for this purpose (2) Tribal leaders do not favor programs of this kind (3) Members of tribe are not interested in higher education (4) Not enough high school graduates go to college (5) The tribe cannot organize and administer such an assistance program (6) Other (Specify) ______________________________

9-3. Does the tribe have an education committee as a part of it's tribal organization? (Circle One) Yes No (IF YES, answer questions 9-3a. through 9-3h. - IF NO, skip to question number 10-3.)

9-3a. How many members are there on the education committee? (Circle Appropriate Number) 1 2 3 4 5 6 7 8 or more members

9-3b. What specific services does the education committee perform? (Check as many responses as are appropriate)

_____ (1) Develops tribal educational policy and programs for consideration by the council

_____ (2) Interprets school programs to the Indian people

_____ (3) Promotes better school attendance

_____ (4) Visits elementary and high schools to observe conditions and confer with school official

_____ (5) Arranges and conducts conferences between parents and school officials

_____ (6) Arranges for and conducts conferences to discuss problems in Indian Education

_____ (7) Visits colleges and universities where members of tribe are enrolled

_____ (8) Other (Specify) ________________________________________

**9-3c.** Does the committee meet regularly on an established meeting date? (Circle One) Yes No (IF YES, answer question 9-3d. - IF NO, skip to question 9-3e.)

**9-3d.** How often does the committee meet? (Circle One) (1) Weekly (2) Semi-monthly (3) Monthly (4) Every other month (5) Quarterly (6) Semi-annually (7) Annually (8) Other (Specify)

________________________________________

**9-3e.** How many members of the education committee are also members of the tribal council? (Circle One) (1) None (2) All (3) 1 (4) 2 (5) 3 (6) 4 (7) 5 (8) 6 (9) 7 (10) 8 or more are members of the tribal council

**9-3f.** How are committee members paid for their services? (Circle as many as apply) (1) No remuneration (2) Paid a fixed amount for services (3) Reimbursed for actual expenses (4) Receive both pay for services and reimbursement for expenses (5) Other (Specify) ________________________________________

**9-3g.** What special activities, projects or programs have been promoted by the educational committee during the past five years? (List each project, activity, or program separately)

1. ________________________________________
2. ________________________________________
3. ________________________________________
4. ________________________________________

5. ____________________

6. ____________________

7. ____________________

8. ____________________

**NOTE TO INTERVIEWER:** The remainder of this instrument is designed to seek information about the tribe's assistance program or programs which were circled or stated in answer to question 5-3a. on page 1.

The questions that follow are numbered in this sequence:

QUESTION NUMBER 10-3. . . . . . . . . . . SCHOLARSHIPS
QUESTION NUMBER 11-3. . . . . . . . . . . LOANS
QUESTION NUMBER 12-3. . . . . . . . . . . EMPLOYMENT BY THE TRIBE DURING NON-SCHOOL MONTHS
QUESTION NUMBER 13-3. . . . . . . . . . . TRIBAL ASSISTANCE IN FINDING EMPLOYMENT
QUESTION NUMBER 14-3. . . . . . . . . . . OTHER KINDS OF ASSISTANCE

If the tribe DOES NOT provide assistance to Indians in college and the answer to question number 5-3. on page 1 was NO, then you need not complete the remainder of this instrument. If the answer to question number 5-3. on page 1 was YES, you should answer only the questions that follow which seek information about the kinds of assistance indicated in question 5-3a.

## SCHOLARSHIPS

10-3. Scholarships awarded to college students. (Complete the table on next page)

## TABLE I

## TRIBAL SCHOLARSHIP DATA

| PERIOD | SCHOLARSHIP APPLICATIONS RECEIVED FOR PERIOD | SCHOLARSHIPS AWARDED |  | TOTAL DOLLAR VALUE OF ALL SCHOLARSHIPS | RANGE IN DOLLAR VALUE OF INDIVIDUAL SCHOLARSHIPS* |  |
|---|---|---|---|---|---|---|
|  |  | TO BOYS | TO GIRLS |  | LOWEST | HIGHEST |
| July 1, 1958 - July 1, 1959 |  |  |  |  |  |  |
| July 1, 1959 - July 1, 1960 |  |  |  |  |  |  |
| July 1, 1960 - July 1, 1961 |  |  |  |  |  |  |

* Show dollar value of smallest and largest scholarships awarded during each of the 3-year periods.

**10-3a.** Does the tribe have a scholarship committee? (Circle One) Yes No (IF YES, answer questions 10-3b. through 10-3g. - IF NO, skip to question number 10-3h.)

**10-3b.** Scholarship committee data (Complete the table below)

## TABLE II

## SCHOLARSHIP COMMITTEE MEMBERSHIP DATA

| NAME OF MEMBER | OCCUPATIONAL TITLE (SPECIFY) | IS HE AN INDIAN (CIRCLE ONE) | NAME OF EMPLOYER |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

10-3c. What services are performed by the scholarship committee? (Circle as many as apply)

(1) Review scholarship applications

(2) Interview applicants for scholarships

(3) Administer tests to applicants for scholarships

(4) Establish policy for administering the program

(5) Other (Specify) ______________________________

10-3d. How many members of the scholarship committee are members of the tribal council? (Circle One)

(1) None (2) All (3) 1 (4) 2 (5) 3 (6) 4 (7) 5 (8) 6 (9) 7 (10) 8 or more

10-3e. On what basis do members of the scholarship committee receive pay for services (Circle as many as apply) (1) Are not paid for services as member of scholarship committee (2) Are paid as a councilman with no extra compensation as a member of scholarship committee (3) Receive a fixed amount for services on the scholarship committee (4) Receive no pay for services but are reimbursed for expenses (5) Receive both pay for services on the committee and reimbursement for expenses

(6) Other (Specify) ______________________________

10-3f. Does the scholarship committee have a full or part-time executive officer--i.e., secretary, clerk, executive secretary, etc.? (Circle One) Yes No

10-3g. Does the tribe use the services of an individual, agency, or group from outside the tribe in screening, selecting, testing, or processing applicants for scholarships? (Circle One) Yes No (IF YES, answer questions 10-3h. and 10-3i. - IF NO, skip to question number 10-3j.)

10-3h. What specific services are performed by the individual, agency, or group from outside the tribe? (Circle as many as apply) (1) Screening applicants (2) Testing (3) Interviewing (4) Processing applications (5) Maintaining office records and files (6) Other (Specify) ______

10-3i. On what basis are services of the individual, agency, or group rendered? (Circle One)

(1) Free of charge (2) A fee for services (3) Other (Specify) ______

10-3j. If your tribe does not have a scholarship committee, what tribal official or group is responsible for reviewing and processing applications for scholarships? (Circle as many as apply)

(1) Chairman of the tribal council (2) The whole tribal council (3) Education committee

(4) Other (Specify) ______

10-3k. Are there any colleges and universities which a student MAY NOT attend on a tribal scholarship because of restrictions placed by the tribe? (Circle One) Yes No (IF YES, answer question number 10-3m. - IF NO, skip to question number 10-3n.

10-3m. What are the reasons why a student receiving a scholarship may NOT attend certain colleges or universities? (Be specific. State each reason given.)

1. ______
2. ______
3. ______
4. ______

**10-3n.** Does the tribe require or encourage the recipient of a scholarship to give future service to the tribe as a sort of repayment? (Circle One) Yes No

**10-3o.** Does the tribe specify the exact purpose for which scholarship funds are to be spent--i.e., tuition, board and room, books and supplies, etc.? (Circle One) Yes No

**10-3p.** How are scholarship funds disbursed by the tribe? (Circle as many as apply) (1) By payment of the entire amount of the scholarship to the student in one lump sum payment (2) By installment payments to the student throughout the school year (3) By payment directly to the institution in which the student is enrolled (4) By payment to an individual acting as guardian of the student (5) Other (Specify) ______________________________

**10-3q.** What factors are considered in making scholarship awards? (Circle as many as apply) (1) Academic achievement in high school (2) Recommendations of high school officials (3) Achievement on tests administered by the tribe or by direction of the tribe (4) Marital status (5) Number of dependents (6) Student's financial ability to attend college without help from the tribe (7) Total cost of education in the institution in which student plans to enroll (8) Other (Specify) ______________

______________________________

**10-3r.** What academic standards must a student meet in order to obtain a second, third, or subsequent scholarship? (If no academic standards are required, write NONE below)

(Specify) ______________________________

______________________________

______________________________

Code Number ____-5-3

10-3s. What is the minimum academic load, in semester or quarter hours, which a scholarship student must carry?

(If no minimum load is required, specify NONE (Specify) ____________________ hours

10-3t. Is the answer to the question above, 10-3s., a semester or quarter hour load? (Circle One)

(1) Semester (2) Quarter

10-3u. Are applicants for tribal scholarships required to take specific tests before scholarships are awarded?

(Circle One) Yes No (IF YES, answer questions 10-3v. through 10-3x. - IF NO, skip to question 10-3y.

10-3v. What tests are administered? (List Each Test)

1. ____________________

2. ____________________

3. ____________________

10-3w. For each test listed in question 10-3v above, show what norm group is used and minimum acceptable score

Test No. 1: (Circle Appropriate Group) (1) Local (2) Published (3) Other (Specify) ______

Minimum acceptable score for scholarship (Specify) ____________________

Test No. 2: (Circle Appropriate Group) (1) Local (2) Published (3) Other (Specify) ______

Minimum acceptable score for scholarship (Specify) ____________________

Test No. 3: (Circle Appropriate Group) (1) Local (2) Published (3) Other (Specify) ______

Minimum acceptable score for scholarship (Specify) ____________________

10-3x. Why were these tests selected for use in the scholarship program? (Specify)

1. ____________________

2. ____________________

3. ____________________

10-3y. What changes are contemplated for the present scholarship program? (Circle as many as apply) (1) None (2) Curtail (3) Expand (4) Discontinue (5) Other (Specify) ____________________

## TRIBAL LOANS

11-3. Tribal loans for higher education (Complete TABLE III below)

### TABLE III
### TRIBAL LOANS FOR HIGHER EDUCATION

| PERIOD | LOANS MADE | | TOTAL VALUE OF ALL LOANS FOR HIGHER EDUCATION | RANGE IN DOLLAR VALUE OF INDIVIDUAL LOANS* | |
|---|---|---|---|---|---|
| | TO BOYS | TO GIRLS | | LOWEST | HIGHEST |
| July 1958 - July 1959 | | | | | |
| July 1959 - July 1960 | | | | | |
| July 1960 - July 1961 | | | | | |

* Show dollar value of smallest and largest loans made during each of the three year periods.

**11-3a.** What tribal official or group is responsible for reviewing and processing applications for educational loans? (Circle as many as apply) (1) Loan Committee (2) Scholarship committee (3) Education committee (4) Chairman of Tribal Council (5) The whole Tribal Council (6) Other (Specify) ________

**11-3b.** Are there colleges and universities which a student may not attend after receiving a tribal loan because of restrictions placed by the tribe? (Circle One) Yes No (IF YES, answer question 11-3c. - IF NO, skip to question 11-3d.)

**11-3c.** What are the reasons why a student receiving a tribal loan may not attend certain colleges or universities? (Be specific. State each reason given)

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________

**11-3d.** How are tribal loan funds disbursed by the tribe? (Circle as many as apply) (1) By payment of the entire amount of the loan to the student in one lump sum (2) By installment payments to the student throughout the school term (3) By payment directly to the institution in which the student is enrolled (4) By payment to an individual acting as guardian of the student (5) Other (Specify) ________

________________________________

**11-3e.** Does the tribe specify the specific purpose for which loan funds can be spent, i.e., tuition, board and room, books and supplies, etc. (Circle One) Yes No

11-3f. What is the maximum amount of a loan that will be made to an individual during one school year? (Specify)

Maximum loan $ ____________________

11-3g. Do tribal loans for educational purposes bear interest? (Circle One) Yes No (IF YES, answer question number 11-3h. - IF NO, skip to question 11-3i.)

11-3h. What interest rate applies to tribal loans for educational purposes? (Specify)__________ percent

11-3i. Are there any conditions under which the tribe will waive repayment of a loan for educational purposes? (Circle One) Yes No (IF YES, answer question 11-3j. - IF NO, skip to question 11-3k.)

11-3j. What are the conditions under which the tribe will waive repayment of a loan for educational purposes? (State specific conditions) ______________________________________________

______________________________________________

______________________________________________

11-3k. If repayment of the loan is required, does the tribe set a time limit for repayment of the loan? (Circle One) Yes No

11-3l. What factors are considered in making loans for educational purposes? (Circle as many as apply) (1) Academic achievement in high school (2) Recommendation of high school officials (3) Achievement on tests administered by the tribe or by direction of the tribe (4) Marital status (5) Number of dependents (6) Students financial ability to attend college without a loan from the tribe (7) Total cost of education in the institution in which student plans to enroll (8) Other (Specify) __________

______________________________________________

11-3m. What academic standards must be met in order to renew a loan or obtain a subsequent loan to continue in college? (Specify) ______________________________

11-3n. What changes are contemplated for the present loan program? (Circle as many as apply) (1) None (2) Curtail (3) Expand (4) Discontinue (5) Other (Specify)

### EMPLOYMENT BY TRIBE DURING NON-SCHOOL MONTHS

12-3. How many college students were assisted by the tribe through employment during non-school months during each of the following periods? (Specify number who were given part - or full-time employment)

(1) Summer, 1958 __________ students employed

(2) Summer, 1959 __________ students employed

(3) Summer, 1960 __________ students employed

(4) Summer, 1961 __________ students employed

12-3a. Are the figures given in answer to the question above, 12-3., actual or estimated? (Circle One)

(1) Actual (2) Estimated

12-3b. What kinds of employment are provided? (Circle as many as apply) (1) Clerical work in tribal offices (2) Work in tribal industries (3) Youth camps or projects (4) Work on reservation resources projects (5) Other (Specify) ______________________________

12-3c. What factors are considered in selecting students for employment during non-school months? (Circle as many as apply) (1) Academic achievement in high school (2) Recommendations of high school officials (3) Achievement on tests administered by the tribe or by direction of the tribe (4) Marital status

(5) Number of dependents (6) Student's financial ability to attend college without financial help from the tribe (7) Total cost of education in the institution in which student plans to enroll (8) Other (Specify) ________________

**12-3d.** Are students who desire employment by the tribe during non-school months required to make a formal, written application for employment? (Circle One) Yes No (IF YES, answer question 12-3e. - IF NO, skip to question 13-3.)

**12-3e.** What tribal official or group is responsible for reviewing and processing applications for employment by the tribe during non-school months? (Circle as many as apply) (1) Education committee (2) Loan committee (3) Scholarship committee (4) Chairman of Tribal Council (5) The whole Tribal Council (6) Other (Specify) ________________

**12-3f.** What changes are contemplated for the present employment program? (Circle as many as apply) (1) None (2) Curtail (3) Expand (4) Discontinue (5) Other (Specify) ________________

## TRIBAL ASSISTANCE IN FINDING EMPLOYMENT

**13-3.** In what ways does the tribe assist college students in finding employment? (Circle as many as apply)

(1) Locating job opportunities (2) Arranging employer - employee contacts and interviews (3) Providing students with information about job opportunities (4) Operation of a placement bureau of department (5) Other (Specify) ________________

13-3a. Excluding college students given employment by the tribe during non-school months, how many students have been assisted by the tribe in finding employment during each of the following periods? (Specify number of students helped)

(1) July 1, 1958 - July 1, 1959 ____________ students helped

(2) July 1, 1959 - July 1, 1960 ____________ students helped

(3) July 1, 1960 - July 1, 1961 ____________ students helped

13-3b. Are the figures given in answer to the question above, 13-3a., actual or estimated? (Circle One)

(1) Actual (2) Estimated

13-3c. What has been the cost to the tribe for providing this type of assistance during each of the following periods? (Specify cost for each period)

(1) July 1, 1958 - July 1, 1959 ____________ cost in dollars

(2) July 1, 1959 - July 1, 1960 ____________ cost in dollars

(3) July 1, 1960 - July 1, 1961 ____________ cost in dollars

13-3d. Are the figures given in answer to the question above, 13-3c. actual or estimated? (Circle One)

(1) Actual (2) Estimated

**NOTE TO INTERVIEWER:** The remainder of this instrument is devoted to questions that seek information about the "other" types of tribal assistance programs listed as item (5), question 5-3a., page one of this instrument. If more than one "other" type of assistance was listed, complete a separate question 14-3. for each type.

## OTHER ASSISTANCE

14-3. What "other" type of assistance does the tribe give to Indians in college? (Specify only one type here. If more than one "other" type of assistance is given, complete a separate question 14.3. for each type.)

Type of assistance ________________________________________

14-3a. Must a student make a formal, written application for this assistance? (Circle One) Yes No

14-3b. What tribal official or group is responsible for selecting the students who are to receive this type of assistance? (Circle as many as apply) (1) Education committee (2) Loan committee (3) Scholarship committee (4) Chairman of Tribal Council (5) The whole Tribal Council (6) Other (Specify) __________

________________________________________

14-3c. How many students in college received this type of assistance during each of the following periods? (Specify number receiving assistance)

(1) July 1, 1958 - July 1, 1959 ______________ students received assistance
(2) July 1, 1959 - July 1, 1960 ______________ students received assistance
(3) July 1, 1960 - July 1, 1961 ______________ students received assistance

14-3d. Are the figures given in answer to the question above, 14-3c., actual or estimated? (Circle One)

(1) Actual (2) Estimated

Code Number _____-5-3

**14-3e.** What has been the cost to the tribe for providing this type of assistance during each of the following periods? (Specify cost for each period)

(1) July 1, 1958 - July 1, 1959 ____________________ cost in dollars

(2) July 1, 1959 - July 1, 1960 ____________________ cost in dollars

(3) July 1, 1960 - July 1, 1961 ____________________ cost in dollars

**14-3f.** Are the figures given in answer to the question above 14-3e., actual or estimated? (Circle One)

(1) Actual (2) Estimated

**14-3g.** What factors are considered in determining who is eligible to receive this type of assistance? (Circle as many as apply) (1) Academic achievement in high school (2) Recommendations of high school officials (3) Achievement on tests administered by the tribe or by direction of the tribe (4) Marital status (5) Number of dependents (6) Students financial ability to attend college without assistance from the tribe (7) Total cost of education in the institution in which student plans to enroll (8) Other (Specify) ____________________

**14-3h.** What other specific information about this type of assistance, not provided in answering the questions above, 14-3e. through 14-3g., can you give? (List all facts stated) ____________________

Code Number ______-5-3

14-31. What changes are contemplated for this assistance program? (Circle as many as apply) (1) None
(2) Curtail (3) Expand (4) Discontinue (5) Other (Specify) ____________________

## ADDENDUM TO INSTRUMENT 5-3

## TRIBAL PROGRAMS FOR COLLEGE STUDENTS

NOTE: The questions stated below are designed to elicit ideas from selected tribal leaders as to what they think the tribe can do to promote higher education for more of it's members. Please follow these instructions:

1. Arrange for an interview with three tribal officials or leaders in each tribe. One must be the tribal chairman. One must be the chairman of the tribe's education committee if the tribe has such a committee as a part of the tribal organization. If the tribe does not have such a committee, then two of the three interviewees must be selected from the following list:
    a. The tribal Vice-Chairman
    b. The secretary, executive secretary, or other person holding a similar position with the tribe.
    c. The chairman of a committee of the tribal council
    d. A member of the tribal council
2. You should be as informal as possible in conducting the interview. Memorize the questions so that you will not need to refer to any papers. Remember what the tribal leader says in response to each question and record his responses after the interview is completed--NOT IN HIS PRESENCE.
3. Note carefully the type of information the question is designed to elicit. If necessary, use other relevant questions to "draw out" the person being interviewed. Avoid weighted or leading question. Remember, you are trying to find out what HE thinks. Be careful in recording the responses that you do not record what you thought he was thinking. If he does not make himself clear on any point, ask relevant question that might clarify.

### QUESTIONS

1. There are some rather crucial problems facing American Indians today. Some of the problems are general in that they affect all tribes alike. Other problems are peculiar to just one or a few tribes. What do you consider to be the five most important problems your tribe faces today and why are they important?

2. How can a tribe justify using tribal resources in assisting more of its members to go to college?

3. How may a tribe with limited financial resources assist more of its members to go to college?

4. Should a tribe which assists its members to go to college require that the members so return and help render service to the tribe as repayment for the assistance given?

## ADDENDUM TO INSTRUMENT 5-3

## TRIBAL PROGRAMS FOR COLLEGE STUDENTS

NOTE: The questions stated below are designed to elicit ideas from selected tribal leaders as to what they think the tribe can do to promote higher education for more of it's members. Please follow these instructions:

1. Arrange for an interview with three tribal officials or leaders in each tribe. One must be the tribal chairman. One must be the chairman of the tribe's education committee if the tribe has such a committee as a part of the tribal organization. If the tribe does not have such a committee, then two of the three interviewees must be selected from the following list:
    - a. The tribal Vice-Chairman
    - b. The secretary, executive secretary, or other person holding a similar position with the tribe. .
    - c. The chairman of a committee of the tribal council
    - d. A member of the tribal council
2. You should be as informal as possible in conducting the interview. Memorize the questions so that you will not need to refer to any papers. Remember what the tribal leader says in response to each question and record his responses after the interview is completed--NOT IN HIS PRESENCE.
3. Note carefully the type of information the question is designed to elicit. If necessary, use other relevant questions to "draw out" the person being interviewed. Avoid weighted or leading question. Remember, you are trying to find out what HE thinks. Be careful in recording the responses that you do not record what you thought he was thinking. If he does not make himself clear on any point, ask relevant question that might clarify.

### QUESTIONS

1. There are some rather crucial problems facing American Indians today. Some of the problems are general in that they effect all tribes alike. Other problems are peculiar to just one or a few tribes. What do you consider to be the five most important problems your tribe faces today and why are they important?

2. How can a tribe justify using tribal resources in assisting more of its members to go to college?

3. How may a tribe with limited financial resources assist more of its members to go to college?

4. Should a tribe which assists its members to go to college require that the members so return and help render service to the tribe as repayment for the assistance given?

5. Are you satisfied with the number of students from your tribe that go on to college?

6. What do you believe are the three main reasons Indian students drop out of college?

7. What do you think might be done to help Indian students succeed better in college?

8. Are there any suggestions you would care to make in regard to this study and how it could be of maximum benefit to your tribe?

# APPENDIX D

## Instructions for Instrument 1-1 (In school)

## Instructions For
## Instrument 1-1

**NOTE:** Each interviewer must be thoroughly acquainted with these instructions as well as the instrument before attempting to collect information. If, after reading the following instructions and examining the instrument, there are still questions or doubt, write or call the Indian Education Department, Arizona State University, Tempe, Arizona. Phone WO 7-1411, Extension 407.

### General Instructions

Instrument Number 1-1, INDIAN STUDENTS IN COLLEGE, has been designed for the purpose of collecting information about Indian students who are currently enrolled in institutions of higher learning. It is divided into four parts according to source of information.

Part I, Information Obtained from Students, is a sixteen-page structured interview designed to aid the interviewer in obtaining information directly from the student.

Part II, Information Obtained from College Records, is a six-page questionnaire designed to aid the interviewer in obtaining information directly from the student's college record.

Part III, Information Obtained from Student's College Instructors and Adviser, is a six-page structured interview designed to aid the interviewer in obtaining information about the student from his college instructors and adviser.

Part IV, Information Obtained from High School Records, is a five-page questionnaire designed to obtain information from the student's high school records. NOTE: Part IV of this instrument is NOT being sent to the interviewer since the interviewer will NOT be responsible for collecting this data. The Indian Education Department of Arizona State University, after receiving the necessary information requested on questions 38-1 and 39-1., Part I of this instrument from the interviewer, will mail the questionnaire directly to the high school involved.

Instrument Code Number. The code number_____-1-1, found in the upper right-hand corner of each page of the instrument, is explained as follows:

> In the blank space a code number will be placed which will identify each student. This number will be assigned when it becomes necessary to code the data for IBM processing. The interviewer need NOT concern himself with this blank space. The first figure (1) following the blank space indicates the primary number of the instrument. The second figure (1) represents the basic objective of the study from which this instrument was designed. Following is a complete list of the basic objectives of this study and their identifying code numbers:

| Basic Objective | Code Number |
|---|---|
| To assess the current status of the Indian in higher education in selected colleges and universities in Southwestern United States | 1 |
| To determine what institutions of higher learning in the Southwest are doing in special programs for Indians in higher education: what they plan to do and what they believe should be done | 2 |

| Basic Objective | Code Number |
|---|---|
| To determine what various Indian tribes are doing in the area of higher education for Indians: what they plan to do and what they believe should be done | 3 |
| To determine what specific factors should be taken into consideration when awarding scholarships to Indians and how they can be used to predict success of Indians in college | 4 |
| To learn possible reasons for withdrawal of Indian students from college | 5 |
| To find out what happens to Indians after college | 6 |

Question Code Number. The code numbers used to identify each question on instrument 1-1 are explained as follows:

The first number is the primary number of each question. The second number refers to the source from which the data is to be collected. For example, question 1-1. is the first question on Part I of this instrument the answer to which is obtained from source number one - the student. Again, question 1-2. refers to the first question on Part II of this instrument the answer to which is obtained from source number two - college records. Following is a complete list of sources of information and their identifying code numbers:

| Source From Which Information Is To Be Gathered | Code Number |
|---|---|
| Student | 1 |
| College Records | 2 |
| College Personnel | 3 |
| High School | 4 |
| Tribal Leaders | 5 |
| Institutional Representatives | 6 |
| State Departments of Public Instruction | 7 |
| Organizations Awarding Scholarships to Indians | 8 |

## Specific Instructions for Instrument Number 1-1

NOTE: Most questions on this instrument are self-explanatory for marking. Some, however, require additional explanation as follows:

### Part I

Question 9-1. If the student is enrolled in or has membership in more than one tribe, please specify each tribe.

Question 23-1a. Use phrases or short statements to describe the reasons given by students as to why a particular area of academic study was considered easiest.

Question 23-1c. Use phrases or short statements to describe the reasons given by students as to why a particular course was considered easiest.

Question 24-1a. Use phrases or short statements to describe the reasons given by students as to why a particular area of academic study was considered most difficult.

Question 24-1c. Use phrases or short statements to describe the reasons given by students as to why a particular course was considered most difficult.

### Part II

Question 8-2a. Copy verbatim the reasons stated on the record. If more space is needed, use the back of the sheet on which the question is asked.

Question 14-2. Five copies of page six have been included in Part II. Use a separate page for each standardized test or sub-test. More forms are available if needed.

### Part III

Question 10-3. This question calls for a specific procedure. A pack of eleven green cards is provided for use in obtaining answers from the college instructor. On each of ten cards is typed a suggested college experience which might contribute to apprehensions of defeat or failure for this student. The eleventh card is blank except for the words "Other (Specify)". On this card the instructor is to write those experiences not included on the suggested list, if any. Suggested procedure is as follows:

1. Explain to the instructor that you will hand him a pack of eleven cards. On each of ten of these cards is typed an experience that might contribute to apprehensions of defeat or failure for this student. The eleventh card is blank except for the words "Other (Specify)".

2. Ask the instructor to examine the cards. After a reasonable time has elapsed (allow him to read each card carefully), ask him to separate the cards in two piles - one containing those experiences which in his judgement apply to this student and the other containing those experiences which do not apply or which the instructor has had no opportunity to observe. On the eleventh card ask the instructor to write any experience not included in the list of suggested experiences which in his judgement would apply.

3. After the selections have been made, i.e. after the instructor has separated the cards which do apply from those which do not apply, ask the instructor to give you the cards which do not apply, including those which he has had no opportunity to observe. Place these in your pocket or brief case.

4. Ask the instructor to arrange the cards which apply to the student (including the card on which he has written an experience, if any) in order of their importance - the most important experience on top and the least important on the bottom. Allow a reasonable time for this procedure.

5. Ask the instructor to hand you his pack of arranged cards. Place a rubber band around them. Transfer this information to the instrument immediately after the interview has been completed. This is done by placing the figure 1 on the blank space opposite the experience indicated by the instructor as being most important, by placing the figure 2 on the blank space opposite the second selection, etc., etc. Remember that the cards held together by the rubber band are those which contain information which is to be transferred to the instrument. Remember, also, that the experiences that might contriubte to apprehensions of defeat or failure are in order of importance, the first or top card being the most important, the second card being second in importance, etc., etc.

6. Assemble all cards for use with the next instructor you interview. NOTE: If the instructor makes an entry on the eleventh card, a new or different card must be used for the next interview.

# APPENDIX E

## Indian Students in College: Information Obtained from Students

Code Number ______-1-1

Instrument Number 1-1
Indian Students In College

## Part I - Information To Be Obtained From Students

**NOTE:** This instrument is to be used exclusively for obtaining information from Indian students who are presently enrolled in an institution of higher learning and who plan to complete their college education.

1-1. Student's Name ______________ (Last) ______________ (First) ______________ (Middle)

2-1. Student's Date of Birth ______________ (Month) ________ (Day) ______________ (Year)

3-1. Student's Place of Birth ______________ (Reservation, if born on reservation) ______________ (Post Office) ______________ (State)

4-1. Student's Sex (Circle One) Male Female

5-1. Institution in which this student is presently enrolled (Specify)

______________ (Name of Institution) ______________ (Post Office) ______________ (State)

6-1. Student's School Address ______________ (Dormitory or Street) ______________ (Post Office) ______________ (State)

7-1. Student's Home Address ______________ (Reservation) ______________ (Non-Reservation) ______________ (Post Office) ______________ (State)

8-1. What part of his life has this student lived on a reservation? (Circle Appropriate Answer) (1) None (2) About 1/4 of my life (3) About 1/2 of my life (4) About 3/4 of my life (5) Lived all my life on a reservation

9-1. Student's tribal enrollment or membership (Specify) ______________

10-1. Father's tribal enrollment or membership (Specify) ______________

11-1. Mother's tribal enrollment or membership (Specify) ______________

Code Number _____-1-1

12-1. Student's degree of Indian blood (Circle fraction most nearly correct) 4/4 3/4 1/2 1/4 1/8

13-1. Can this student speak a tribal language? (Circle One) Yes No (If Yes, specify language) ____________

14-1. Can this student understand a tribal language? (Circle One) Yes No (If Yes, specify language)____________

15-1. Did this student learn English as a second or third language? (Circle One) Yes No

16-1. Is English spoken in the home of this student's parents? (Circle One) (1) Always (2) Usually (3) Some (4) Never

17-1. Higher institutions (including Junior Colleges) in which this student may have enrolled and withdrawn. (If this student has been in institutions other than the one in which he is presently enrolled, complete TABLE I. If this is the only institution which this student has attended, skip to question 18-1.)

### TABLE I

### OTHER INSTITUTIONS WHICH THIS STUDENT HAS ATTENDED: INSTITUTION, ENROLLMENT AND WITHDRAWAL DATES, STUDENT'S ESTIMATE OF INDIANS ATTENDING

| Name of Institution* | Month and Year of Enrollment | Month and Year of Withdrawal | Student's Estimate of Number of Indian Students Attending This Institution |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

*Three lines have been provided for listing previous institutions in which this student may have enrolled and withdrawn. If more space is needed, use the back of this page.

18-1. Has this student been employed during this semester. (Circle One) Yes No (If Yes, answer question 18-1a. and 18-1b. - if No, skip to question 19-1.)

Code Number_____-1-1

18-1a. Hours worked per week (Circle One) (1) 1-5 (2) 6-10 (3) 11-15 (4) 16-20 (5) More than 20 hours

18-1b. Dollar income per week (Circle One) (1) 1-5 (2) 6-10 (3) 11-15 (4) 16-20 (5) More than 20 dollars

19-1. Is this student receiving a scholarship? (Circle One) Yes No (If Yes, answer appropriate questions 19-1a. through 19-1u. - if No, skip to question 20-1.)

19-1a. How many different scholarships is this student receiving? (Circle One) (1) 1 (2) 2 (3) 3 (4) 4 (5) More than 4 scholarships

19-1b. What are the sources of the scholarships? (Circle Appropriate Source or Sources) (1) Tribe (2) College (3) Industry (4) Bureau of Indian Affairs (5) Other (Identify)____________________

NOTE: If student is recipient of a tribal scholarship, complete questions 19-1c., 19-1d., 19-1e., and 19-1f.
If student is recipient of a scholarship from a college, complete questions 19-1g ., 19-1h., and 19-1i.
If student is recipient of a scholarship from a industry, complete questions 19-1j., 19-1k., 19-1m., and 19-1n.
If student is recipient of a scholarship from Bureau of Indian Affairs, complete questions 19-1o., 19-1p., and 19-1q.
If student is recipient of a scholarship from other source, complete questions 19-1r., 19-1s., 19-1t., and 19-1u.

Scholarship Granted by Tribe:

19-1c. What Indian tribe is granting this scholarship? (Specify)____________________

19-1d. What is the total value of tribal scholarship in dollars per school year? (Circle Appropriate Amount) (1) 1-50 (2) 51-100 (3) 101-200 (4) 201-500 (5) 501-1000 (6) 1001-1500 (7) More than 1500 dollars

19-1e. What is the purpose of tribal scholarship? (Circle Appropriate Answer) (1) Tuition only (2) Board and room only (3) Incidental expenses only (4) Both tuition and room and board (5) Tuition, board and room, and incidental expenses only (6) Other (Specify) ____________

19-1f. How are tribal scholarship funds received by this student? (Circle Appropriate Answer) (1) Once a month (2) Once a semester (3) Once a year (4) Student did not receive funds directly, money sent to institution for distribution (5) Other (Specify)____________

Scholarship Granted by Colleges:

19-1g. What is the total value of college scholarship in dollars per school year? (Circle Appropriate Amount) (1) 1-50 (2) 51-100 (3) 101-200 (4) 201-500 (5) 501-1000 (6) 1001-1500 (7) More than 1500 dollars

19-1h. What is the purpose of college scholarship? (Circle Appropriate Answer) (1) Tuition only (2) Board and room only (3) Incidental expenses only (4) Both tuition and board and room (5) Tuition, board and room, and incidental expenses (6) Other (Specify)____________

19-1i. How are college scholarship funds received by student? (Circle Appropriate Answer) (1) Once a month (2) Once a semester (3) Once a year (4) Student does not receive funds directly, money sent to institution for distribution (5) Other (Specify)____________

Scholarship Granted by Industry:

19-1j. What is the name of the industry granting this scholarship? (Identify)____________

19-1k. What is the total value of industry scholarship in dollars per school year? (Circle Appropriate Amount) (1) 1-50 (2) 51-100 (3) 101-200 (4) 201-500 (5) 501-1000 (6) 1001-1500 (7) More than 1500 dollars

19-1m. What is the purpose of industry scholarship? (Circle Appropriate Answer) (1) Tuition only (2) Board and room only (3) Incidental expenses only (4) Both tuition and board and room (5) Tuition, board and room, and incidental expenses (6) Other (Specify)________________

19-1n. How are industry scholarship funds received by student? (Circle Appropriate Answer) (1) Once a month (2) Once a semester (3) Once a year (4) Student does not receive funds directly, money sent to institution for distribution (5) Other (Specify)________________

Scholarship Granted by Bureau of Indian Affairs:

19-1o. What is the total value of Bureau's scholarship in dollars per school year? (Circle Appropriate Amount) (1) 1-50 (2) 51-100 (3) 101-200 (4) 201-500 (5) 501-1000 (6) 1001-1500 (7) More than 1500 dollars

19-1p. What is the purpose of Bureau's scholarship? (Circle Appropriate Answer) (1) Tuition only (2) Board and room only (3) Incidental expenses only (4) Both tuition and board and room (5) Tuition, board and room, and incidental expenses (6) Other (Specify) ________________

19-1q. How are the Bureau scholarship funds received by the student? (Circle Appropriate Answer) (1) Once a month (2) Once a semester (3) Once a year (4) Student does not receive funds directly, money sent to institution for distribution (5) Other (Specify)________________

Other Scholarship Grants:

19-1r. What is the source of other scholarship? (Identify)________________

19-1s. What is the total value of other scholarship in dollars per school year? (Circle Appropriate Amount)

(1) 1-50 (2) 51-100 (3) 101-200 (4) 201-500 (5) 501-1000 (6) 1001-1500 (7) More than 1500 dollars

Code Number_____-1-1

19-1t. What is the purpose of other scholarship? (Circle Appropriate Answer) (1) Tuition only (2) Board and room only (3) Incidental expenses only (4) Both tuition and board and room (5) Tuition, board and room, and incidental expenses (6) Other (Specify)________________

19-1u. How are other scholarship funds received by student? (Circle Appropriate Answer) (1) Once a month (2) Once a semester (3) Once a year (4) Student did not receive funds directly, money sent to institution for distribution (5) Other (Specify)________________

20-1. Has this student been receiving financial assistance other than a scholarship and/or employment during his present semester in school? (Circle One) (1) Yes (2) No (3) Student decline to answer (If Yes, complete TABLE II below, giving pertinent data for each source of assistance; if No, or refusal, skip to question 21-1.)

TABLE II

SOURCES OF FINANCIAL ASSISTANCE FOR THIS STUDENT
(OTHER THAN SCHOLARSHIP AND/OR EMPLOYMENT)

| Source of Financial Assistance (other than scholarship and/or employment) | Amount In Dollars Per Semester | Is this a loan? (Circle One) | Is this a gift? (Circle One) |
|---|---|---|---|
| Parents | | Yes - No | Yes - No |
| Guardian | | Yes - No | Yes - No |
| Other Relatives | | Yes - No | Yes - No |
| Tribe | | Yes - No | Yes - No |
| Friends | | Yes - No | Yes - No |
| Bureau of Indian Affairs | | Yes - No | Yes - No |
| National Defense Education Act | | Yes - No | Yes - No |
| Other (Specify) | | Yes - No | Yes - No |

Code Number______-1-1

21-1. What is this student's marital status? (Circle One) (1) Single (2) Married (3) Separated (4) Divorced (5) Widowed (If married, answer question 21-1a. and 21-1b. - if other than married, skip to question 22-1.)

21-1a. Is spouse employed? (Circle One) Yes No (If Yes, answer question 21-1b. - if No, skip to 22-1.)

21-1b. What is spouse's dollar income per week? (Circle Appropriate Amount) (1) 1-10 (2) 11-20 (3) 21-30 (4) 31-40 (5) 41-50 (6) 51-60 (7) 61-70 (8) 71-80 (9) More than 80dollars per week

22-1. Did student attend a planned college orientation program for Indian students prior to entering college? (Circle one) Yes No (If Yes, answer question 22-1a. and 22-1b. - if No, skip to question 23-1.)

22-1a. Where did orientation program take place? (Write in name of institution______

22-1b. How many days were devoted to a planned orientation program? (Circle One) (1) Less than one day (2) 1-2 (3) 3-7 (4) 8-14 (5) 15-21 (6) Over 21 days

23-1. Which general area of academic study; for example, history, English, mathematics, etc., has been easiest for this student? (Write in area of study)______

23-1a. Why is this area of academic study considered easiest? (State reason given by student______

______

23-1b. What specific course in this area was considered easiest? (Write in course and number)______

23-1c. What was there about this course that was easy? (Write in comment given by student)______

______

______

Code Number______-1-1

24-1. Which general area of academic study has been most difficult for this student? (Write in area of study)

____________________________________________

24-1a. Why is this area of academic study considered most difficult? (State reason given by student)

____________________________________________

24-1b. What specific course in this area was considered most difficult? (Write in course and number)

____________________________________________

24-1c. What was there about this course that was most difficult? (Write in comment given by student)

____________________________________________

____________________________________________

25-1. How many semester hours of course work is being carried by this student during his present semester in college? (Write in total number of hours being carried this semester)______________

25-1a. Average hours per week devoted to study and preparation outside of class (Circle Appropriate Answer)
(1) 5 or less (2) 6-10 (3) 11-15 (4) 16-20 (5) 21-25 (6) 26-30 (7) More than 30 hours

25-1b. Average hours per week spent in library (Circle Appropriate Answer) (1) One or less (2) 2-3
(3) 4-5 (4) 6-7 (5) 8-9 (6) More than 9 hours

26-1. Does this student have any really close friends in this school? (Circle One) Yes No (If Yes, complete question 26-1a. - if No, skip to question 27-1.)

Code Number______-1-1

26-1a. How many of them are Indians? (Circle Appropriate Answer) (1) 0 (2) 1 (3) 2 (4) 3 (5) 4

(6) More than 4 were Indians

27-1. How many roommates does this student have during his present semester in college? (Circle One) (1) None (2) 1 (3) 2 (4) 3 (5) 4 (6) More than 4 roommates (If one or more, answer question 27-1a., - if None, skip to 28-1.)

27-1a. How many of them are Indians? (Circle One) (1) 0 (2) 1 (3) 2 (4) 3 (5) 4 (6) More than 4 were Indians

28-1. What reasons for going to college are given by this student? (NOTE: List each reason given in the language used by the student. List the reasons in the order given by the student. If the student indicates which is the major reason, place a check mark by that reason.

1.______________________________

2.______________________________

3.______________________________

4.______________________________

29-1. Does this student have a program adviser? ( Circle One) Yes No (If Yes, answer 29-1a. - if No, skip to 30-1.)

29-1a. How frequently does this student confer with his program adviser. (Circle Appropriate Answer) (1) Weekly

(2) Monthly (3) Once a semester (4) At time of enrollment only (5) Other (Specify)______________

30-1. Does this student have contact with a special adviser of Indian students? (Circle One) Yes No (If Yes, answer question 30-1a. - if No, skip to question 31-1.)

Code Number_____-1-1

**30-1a.** How frequently does this student confer with the adviser to Indian students? (Circle Appropriate Answer)

(1) Weekly (2) Monthly (3) Once a semester (4) Never (5) Other (Specify)____________________

**31-1.** In what clubs and school activities does this student participate? (Circle Appropriate Answer or Answers)

(1) Indian Club

(2) Social Fraternity

(3) Social Sorority

(4) Student Government

(5) Religious Organizations

(6) Band

(7) Varsity Athletics (Specify)________________ ________________ ________________

(8) Other (Specify) __________________________________________________

__________________________________________________

(9) None

**32-1.** In which of the following capacities has this student served as a member of a club or organization? (Circle Appropriate Answer or Answers)

(1) A member only

(2) Officer (Specify Office(s) held) ____________________ ____________________

(3) Committee member

(4) Delegate

(5) Other (Specify) __________________________________________________

__________________________________________________

__________________________________________________

33-1. To what extent does this student do the following? (Circle Appropriate Answer)

1. Smoking: (1) Never (2) Less than 1/2 pack per day (3) 1/2 to 1 pack per day (4) More than 1 pack per day
2. Drinking Alcoholic Beverages: (1) Never (2) Only on special occasions (3) Once per month (4) Once per week (5) Daily
3. Dating: (1) Never (2) Only on special occasions (3) Once per month (4) Once per week (5) Daily
4. Dancing: (1) Never (2) Only on special occasions (3) Once per month (4) Once per week (5) Daily

34-1a. What elementary and secondary or special schools did this student attend? (Complete TABLE III)

### TABLE III

### ELEMENTARY AND SECONDARY OR SPECIAL SCHOOLS ATTENDED BY THIS STUDENT IN ORDER OF DATES OF ATTENDANCE

NOTE: List each elementary and secondary or special school attended by this student in order of dates of attendance. DO NOT LIST COLLEGES AND UNIVERSITIES ATTENDED.

| Name of School*** | Post Office | State | Type of School (Check Appropriate Columns) Public | | Parochial* | | Private** | | Government | | Highest Grade Level Completed | School Location (Check One) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Board# | Day | Board | Day | Board | Day | Board | Day | | On Res. | Off Res. |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

#Check "Board." column if student lived in a dormitory while attending school. Check "Day" column if student did not live in a dormitory while attending school.

*Include mission schools in this column.

**Do not include mission or parochial schools in this column.

***If graduate of high school, check name of that high school

Code Number ____-1-1

## TABLE IV COMPOSITION OF PARTICULAR CLASSROOM ATTENDED
## BY THIS STUDENT

34-1b. At the various grade levels was this student the only Indian in his classroom or was he in a classroom with non-Indians? (Check appropriate column)*

| Grade level | In classroom exclusively Indian | In classroom with majority of Indians | In classroom with minority of Indians | In classroom in which this student was the only Indian |
|---|---|---|---|---|
| Pre-First** | | | | |
| 1st | | | | |
| 2nd | | | | |
| 3rd | | | | |
| 4th | | | | |
| 5th | | | | |
| 6th | | | | |
| 7th | | | | |
| 8th | | | | |
| 9th | | | | |
| 10th | | | | |
| 11th | | | | |
| 12th | | | | |

* If student was in one grade more than one year, count only the first year he was in that grade. If the student spent part of the day in one category of classroom and part of the day in another category of classroom or if he spent part of the year in one category of classroom and part of the year in another category of classroom, put more than one check for that grade level. If the student is unable to remember, ask him to guess and place a question mark after the check mark.

** Do not consider kindergarten or nursery school as pre-first. For purposes of this study, a person in the pre-first is old enough to be in the first grade but is placed in the pre-first to prepare him for the first grade.

Code Number_____-1-1

**35-1.** Family Data (Complete TABLE IV and, if applicable, TABLE V) NOTE: If this student is single, separated, divorced, or widowed, complete TABLE IV only and omit TABLE V. If student is married, complete both TABLE IV and TABLE V.

### TABLE V

### FAMILY DATA OF SINGLE, SEPARATED, DIVORCED, OR WIDOWED STUDENTS

| Name | Relationship To Student | Age | Check Appropriately |  | Highest School Grade Completed | Check Appropriately |  |  |
|---|---|---|---|---|---|---|---|---|
|  |  |  | Living | Deceased |  | Speaks English Only | Speaks Tribal Language Only | Speaks Both Languages |
|  | Father |  |  |  |  |  |  |  |
|  | Mother |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

### TABLE VI

### FAMILY DATA OF MARRIED STUDENTS

| Name (List spouse and children) | Relationship | Age | Tribal Membership or Enrollment | Degree of Indian Blood* | Present Grade or Highest School Grade Completed |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

* Express as a common fraction such as 4/4, 3/4, 1/2, 1/4, or 1/8.

36-1. What is parent's attitude toward student's attending college? (Circle appropriate answer)
(1) Parents actively encourage college attendance (2) They are pleased but do not actively encourage attendance (3) Parents are neither pleased or displeased about student's attending college (4) They are displeased but do not actively discourage attendance (5) Parents actively discourage attendance

37-1. Does student plan to complete his college career? (Circle One) (1) Yes (2) No (3) Undecided

38-1. What was the age of this student when he first entered the pre-first or first grade? ______
age

______ (Completed by)

______ (Name of Institution)

______ Month-Day-Year

______ (Minutes Needed to Complete Part I)

# APPENDIX F

## Indian Students in College: Information Obtained from College Records

Code Number____-1-1

Instrument Number 1-1
Indian Students in College
Personal Data

## Part II - Information to be obtained from college records

**NOTE:** This instrument is to be used exclusively for obtaining information from the college records of Indian students now attending a college or university.

1-2. Student's Name________________ ________________ ________________
(Last) (First) (Middle)

2-2. Date student first enrolled in this institution ________ ________ ________
(Month) (Day) (Year)

3-2. What is this student's college classification? (Circle One) (1) Freshman (2) Sophomore (3) Junior (4) Senior (5) Graduate (6) Special

4-2. Name of student's program adviser (Specify)________________________________
**NOTE:** Obtaining adviser's name at this time will aid the interviewer in completing Part III of this instrument.

5-2. Has this student been placed on academic warning at any time? (Circle One) Yes No

6-2. Has this student been on academic probation at any time? (Circle One) Yes No

7-2. Has this student been on warning for other than academic reasons at any time? (Circle One) Yes No

8-2. Has this student been on probation at any time for reasons other than quality of academic work? (Circle One)
Yes No (If Yes, answer question 8-2a. - if No, skip to question 9-2.)

8-2a. For what specific reasons, other than quality of academic work, was student placed on probation?

(Specify)________________________________________________

________________________________________________

Code Number______-1-1

9-2. Excluding summer terms, has this student's college experience been interrupted for any reason? (Circle One)

Yes No (If Yes, answer questions 9-2a. and 9-2b. - if No, skip to question 10-2.)

9-2a. For how long a time was college experience interrupted? (Circle One) (1) Less than a semester (2) One semester (3) Two semesters (4) More than two semesters

9-2b. For what reason or reasons was college experience interrupted? (Circle Appropriate Reason(s)

(1) Voluntary withdrawal (2) Withdrawal at request of institution (3) Military service

(4) Other (Specify)________________________________

10-2. Has this student repeated any college courses? (Circle One) Yes No (If Yes, answer question 10-2a. - if No, skip to question 11-2.)

10-2a. What courses did this student repeat? (List Separately)

| Course Title | College* | Semester Hours | Grade Before Repeating Course | Grade After Repeating Course |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

* College refers to the college of the institution in which the course is given. (College of Engineering, College of Education, College of Arts and Science, etc.)

Code Number ____

**10-2.** What college courses has this student completed? (Complete table below) NOTE: If a large number of courses has been completed by this student, it may be preferable to attach a transcript of the student's academic record to this part of the instrument rather than complete the following table.

TABLE II

COURSES COMPLETED BY THIS STUDENT:
COURSE TITLE, COLLEGE, COURSE
GRADE, AND SEMESTER HOURS

| Course Title | College* | Course Grade | Semester Hours** |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

* College refers to the college of the institution in which the course is given. (College of Engineering, College of Education College of Arts and Science, etc., etc.)

**Quarter hours must be converted and recorded as semester hours.

**12-2.** Courses in which this student is currently enrolled. (List Below)

| Instructor* | College** | Course Title | Semester Hours*** |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

---

* Obtaining the instructor's name at this time will aid the interviewer in completing Part III of this instrument.

** College refers to the college of the institution in which the course is given. (College of Engineering, College of Education, College of Arts and Science, etc.)

*** Quarter hours must be converted and recorded as semester hours.

**13-2.** Student's academic record (Complete the table below.)

| Name of | Dates of Attendance | | Field of Study | | Grades* | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| College or University | From | To | Major | Minor | A | B | C | D | E | I | W/P | W/E | Total |
| SAMPLE Podunk | Sept. 1955 | June 1956 | Education | Psychology | 10 | 6 | | 12 | | | | | 28 |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

* Enter the number of semester hours of each letter grade the student has received at each institution attended. For example, a student attending one university for a whole school year may have earned a grade of "A" in ten semester hours of course work, a grade of "B" in six semester hours, and a grade of "D" in twelve semester hours for a total of twenty-eight semester hours. In this case, the figure 10 would be entered in the column headed "A", the figure 6 in the "B" column, the figure 12 in the "D" column, and the figure 28 in the "Total" column. Quarter hours must be converted and recorded as semester hours. Grades recorded on transcripts as number grades or letter grades other than those in the table above must be converted to letter grades to conform with the following:

A = Highest Grade

B = Above Average Grade

C = Average Grade

D = Lowest Passing Grade

E = Failure

I = Incomplete

W/P = Withdrew With Passing Grades

W/E = Withdrew With Failing Grades

Code Number ____-1-1

14-2. What test scores* did this student make on college standardized tests?**

Name of Test________________________________ Raw Score (Number of items right)***__________

Derived Score__________(If derived score is given, answer questions 14-2a. and 14-2b.)

14-2a. Type of derived score (Circle Appropriate Answer) (1) Percentile rank (2) Age scale (3) Grade scale

(4) Standard score with mean of______and SD of_____(5) Other (Specify)____________________

________________________________________________________________

14-2b. From which norm group was the derived score obtained? (Describe in detail)

(1) Local Norm ____________________________________________

____________________________________________

____________________________________________

(2) Published Norm ____________________________________________

____________________________________________

____________________________________________

(3) Other (Specify) ____________________________________________

____________________________________________

____________________________________________

* Your institution's testing service can assist you in obtaining this information.

** Separate pages (more available if needed) have been provided for each different test.

*** It is extremely important that the raw score (number of items right) be given for each test. If the raw score is available, no other data need be given. If the raw score is not available, indicate the method by which the derived score was obtained.

____________ (Completed By)

____________ (Name of Institution)

____________ (Month-Day-Year)

____________ (Minutes Needed to Complete Part II)

# APPENDIX G

## Indian Students in College: Information Obtained from Students' College Instructors and Adviser.

Code Number ____-1-1

## Instrument Number 1-1
## Indian Students in College

### Part III - Information Obtained from Student's College Instructors and Adviser*

NOTE: This instrument is to be used exclusively for obtaining information from college instructors and advisers of Indian students now attending a college or university and who plan to complete their college education.

1-3. Student's Name ____________ (Last) ____________ (First) ____________ (Middle)

2-3. Name of instructor or adviser being interviewed ____________ (Last) ____________ (First)

3-3. In what capacity does the person being interviewed have contact with this student? (Circle Appropriate Answer or Answers) (1) Guidance (2) Adviser of Indian students (3) Program adviser (4) Classroom instructor

(5) Other (Specify) ____________

4-3. In what course or courses taught by you has this student been enrolled? (List number and title of each course. If you have not taught this student, skip to question 5-3.)

(1) ____________ (2) ____________

(3) ____________ (4) ____________

5-3. What, in your opinion, are this student's chances for succeeding in college? (Circle One)

(1) Likely to succeed (2) Success is questionable (3) Likely to fail (4) Cannot say

6-3. How would you compare this student's chance to succeed in college with other Indian students of your acquaintance?

(Circle One) (1) More likely to succeed (2) About equal with other Indians (3) Less likely to succeed

(4) Cannot say (5) Not acquainted with other Indian students

* It is extremely important that at least two copies of Part III be completed on each student. If possible, this form should be completed by as many as four instructors and the adviser.

**7-3.** How would you compare this student's chance to succeed with non-Indians of the same college classification, i.e., other freshmen, other sophomores, etc? (Circle One)

(1) More likely to succeed (2) About equal with non-Indians (3) Less likely to succeed (4) Cannot say

**8-3.** Does this student discuss academic problems with you personally? (Circle One) Yes No

**9-3.** Does this student discuss non-academic problems with you personally? (Circle One) Yes No

**10-3.** What college experiences seem formidable for this student? NOTE: Use red cards for this question. See specific instructions, Part III, question 10-3., for special procedures.

____ (a) Making new friends (Indians)

____ (b) Making new friends (Non-Indians)

____ (c) Participation in campus social activities

____ (d) Lesson preparation

____ (e) Organization of study time

____ (f) Class recitation

____ (g) Academic examinations

____ (h) Oral communications

____ (i) Written communications

____ (j) Reading ability

____ (k) Other (Specify) ______________________________

______________________________

______________________________

Code Number _____-1-1

**11-3.** How would you rate this student on each of the following traits? (Circle the number corresponding to the appropriate response.)

**11-3a.** Which of the following best describes this student's personal appearance?

(1) Overdressed and/or immaculate to the extent that it seems to cause a negative reaction among other students.

(2) Noticeably, but not offensively "overdressed or immaculate"

(3) Generally better dressed and neater than the typical student

(4) Dress and neatness in no major way different from that of classmates

(5) Generally less neat in appearance than the typical student

(6) Sufficiently "sloppy" to create the impression that the student is indifferent to personal appearance

(7) So slovenly as to be very repulsive in appearance

(8) No opportunity to observe

**11-3b.** Which of the following best describes this student's ability to do independent work in his studies?

(1) Able to complete academic assignments without any individual assistance

(2) Able to complete academic assignments without individual help more often than not

(3) Requires individual help with academic assignments about half the time

(4) Requires individual help with academic assignments more often than not

(5) Unable to complete academic assignments even with considerable special attention

(6) No opportunity to observe

11-3c. Which of the following best describes this student's interest in classroom instruction?

(1) Creates the impression that he resents what is done

(2) Apparently indifferent to what goes on

(3) Sometimes interested, sometimes not

(4) Interested, but not enthusiastic

(5) So enthusiastic he infects others

(6) No opportunity to observe

11-3d. Which of the following best describes the soundness of this student's comments in the classroom?

(1) Comments almost always reflect a careful integration of all available information

(2) Comments appear to be sound more often than not

(3) Comments appear to be sound about half the time

(4) Comments appear to be unsound more often than not

(5) Comments seem to reflect little logical integration or awareness of available information

(6) No opportunity to observe

11-3e. Which of the following best describes the extent to which this student is dependable?

(1) Almost completely irresponsible

(2) Neglects more responsibility than he fulfills

(3) Can be depended upon to fulfill about half his responsibilities

(4) Fulfills more responsibility than he neglects

(5) Virtually never fails to carry out a responsibility

(6) No opportunity to observe

11-3f. Which of the following best describes this student's self-confidence?

(1) Over-confident to the point of arrogance

(2) Sufficiently confident to be willing to express himself spontaneously on almost every topic

(3) Freely expresses himself on some things, but avoids comment on others

(4) Lacking in confidence to the extent that he will express himself only when asked

(5) So unsure of himself that he avoids expressing himself even when asked

(6) No opportunity to observe

11-3g. Which of the following best describes the extent to which this student shows perseverance in his school work?

(1) Gives so much attention to studies that he neglects other aspects of life

(2) Sufficiently diligent to overcome more than normal distractions

(3) About as diligent as the average student

(4) Concentrates on studies only when restricted or put under pressure

(5) So easily distracted he seldom gets around to his studies no matter what is due

(6) No opportunity to observe

11-3h. Which of the following best describes the soundness of this student's decisions?

(1) Decisions always reflect a careful integration of all available information

(2) Decisions appear to be sound more often than not

(3) Decisions appear to be sound about half the time

(4) Decisions appear to be unsound more often than not

(5) Decisions seem to reflect little logical integration or awareness of available information

(6) No opportunity to observe

Code Number ____-1-1

**11-3i.** Which of the following best describes this student's ability to express himself orally in English?

(1) Ability a definite asset to his college career

(2) Better than the average college student's ability

(3) Ability about typical of most college students

(4) Less ability than most college students

(5) Lack of ability may jeopardize his college career

(6) Unlikely he will complete college due to lack of ability

(7) No opportunity to observe

**11-3j.** Which of the following best describes this student's ability to express himself in written English?

(1) Ability a definite asset to his college career

(2) Better than the average college student's ability

(3) Ability about typical of most college students

(4) Less ability than most college students

(5) Lack of ability may jeopardize his college career

(6) Unlikely he will complete college due to lack of ability

(7) No opportunity to observe

(Completed By)

(Name of Institution)

(Month-Day-Year)

(Minute Needed to Complete Part III)

Instructor or advisor:

If you have any thoughts regarding this student's success or lack of success in college that are not revealed by this questionnaire, please note them here.

# APPENDIX H

## Indian Students in College: Information Obtained from High School Records

Instrument Number 1-1
INDIAN STUDENTS IN COLLEGE
PERSONAL DATA

Code Number ____

## Part IV - Information to be obtained from high school records

**NOTE:** This instrument is to be used exclusively for obtaining information from high school records about Indian students now attending a college or university.

1-4 Student's name____________ ____________ ____________
(Last) (First) (Middle)

2-4 Name of high school from which student was graduated (Specify)____________

3-4 Address of high school from which student was graduated ____________ ____________
(Post-office) (State)

4-4 Date student graduated from high school ____________ ____________
(Month) (Year)

5-4 Number of students in the graduating class (Specify exact number)____________

6-4 What was the total student enrollment of high school at the time this student graduated?

(Circle appropriate number) (1) Less than 100 (2) 100-200 (3) 201-500 (4) 501-750 (5) 751-1000

(6) 1001-1500 (7) 1501-2000 (8) More than 2000 students

7-4 Student's rank in graduating class (Circle one) (1) Upper one-third (2) Middle one-third (3) Lower one-third

8-4 Did the high school provide this student with services of one or more full-time guidance counselors? (Circle one)

Yes No (If Yes, answer question 8-4a. - if No, skip to question 9-4.)

8-4a. What basic guidance and counseling services were provided for this student by the school? (Circle appropriate service or services) (1) Individual counseling (2) Group counseling (3) Individual inventory (4) Vocational information (5) Placement (6) Follow-up

Code Number ____

**9-4.** Did the high school provide this student with services of a part-time guidance counselor? (Circle one) Yes No

(If Yes, answer question 9-4a. - if No, skip to question 10-4.)

**9-4a.** What basic, part-time guidance and counseling services were provided for this student by the school?

(Circle appropriate service or services) (1) Individual counseling (2) Group counseling

(3) Individual inventory (4) Vocational information (5) Placement (6) Follow-up

**10-4.** Student's high school academic record. (Complete the table below. List each subject completed such as math., world history, beginning typing, etc. Show the grade received as recorded on official school records and the number of Carnegie Units of credit allowed.) NOTE: A transcript of this student's high school academic record may be substituted in lieu of completing the following table.

Table I
High School Record

| Name of Subject | Grade Received | Units of Credit | Name of Subject | Grade Received | Units of Credit |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Code Number____

**11-4.** In what extra-curricular or co-curricular activities did this student participate while in school? (Circle appropriate activity or activities)

1. Student government
2. Athletics (Specify)________________________________
3. Band
4. Chorus or glee club
5. School clubs (Specify) ________________________________
6. Newspaper or annual
7. Other (Specify) __________ __________ __________

**12-4.** What special honors, if any, (Class president, club president, scholastic honors, athletic honors, etc...) did this student attain while in high school? (List honors)________________________________

________________________________________________________________

TEST INFORMATION

INDIVIDUAL SCORES ON TESTS ADMINISTERED IN HIGH SCHOOL ARE IMPORTANT FOR PURPOSES OF THIS STUDY. THE TABLES THAT FOLLOW CALL FOR TEST INFORMATION. ALTHOUGH THE TABLES MAY APPEAR TO BE ELABORATE, WE BELIEVE YOU WILL FIND IT RELATIVELY EASY TO ENTER ESSENTIAL INFORMATION ABOUT SCORES THIS STUDENT ACHIEVED ON MENTAL ABILITY, ACHIEVEMENT AND VOCATIONAL AND APTITUDE TESTS.

13-4. What scores did this student make on standardized group intelligence or mental ability tests? (Complete Table II below. If group tests were not administered, skip Table II and go to question 14-4)

TABLE II
STUDENT'S SCORES ON GROUP INTELLIGENCE OR MENTAL ABILITY TESTS

| NAME OF TEST | RAW SCORE | MA | CA | IQ | DATE ADMINISTERED |
|---|---|---|---|---|---|
| California Test of Mental Maturity | | | | | |
| Hermon Nelson | | | | | |
| Otis | | | | | |
| School and College Ability Test | | | | | |
| Other (Specify) | | | | | |

14-4. What scores did this student make on standardized individual intelligence or mental ability tests? (Complete Table III below. If individual tests were not administered, skip Table III and go to question 15-4)

TABLE III
STUDENT'S SCORES ON INDIVIDUAL INTELLIGENCE OR MENTAL ABILITY TESTS

| NAME OF TEST | RAW SCORE | MA | CA | IQ | DATE ADMINISTERED |
|---|---|---|---|---|---|
| WISC - Weschler Intelligence Scale Children | | | | | |
| WAIS - Weschler Adult Intelligence Scale | | | | | |
| Stanford Binet L | | | | | |
| Thurston Primary Mental Abilities | | | | | |
| Other (Specify) | | | | | |

Code Number ____

**15-4.** What scores did this student make on standardized achievement tests? (Complete Table IV below if the student has taken tests such as the California, Stanford, Metropolitan, ITED, STEP, etc. If no achievement tests were taken, omit Table IV and go to question 16-4. Space is provided in Table IV for scores on two different tests.)

TABLE IV

STUDENT'S SCORES ON STANDARDIZED ACHIEVEMENT TESTS

Name of Test________________ Edition____________ Date Administered________________

| NUMBER OF SUB-TEST | SUBJECT AREA OF SUB-TEST | RAW SCORE | AGE SCORE | GRADE PLACEMENT SCORE | NATIONAL PERCENTILE SCORE |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| TOTAL TEST | | | | | |

Name of Test ________________ Edition____________ Date Administered________________

| NUMBER OF SUB-TEST | SUBJECT AREA OF SUB-TEST | RAW SCORE | AGE SCORE | GRADE PLACEMENT SCORE | NATIONAL PERCENTILE SCORE |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| TOTAL TEST | | | | | |

16-4. What scores did this student make on the Kuder Preference Test? (If the student did not take the Kuder Preference Test, skip Table V below and go to question number 17-4)

TABLE V

STUDENT'S SCORE ON KUDER PREFERENCE RECORD

| CATEGORY | PERCENTILE SCORE |
|---|---|
| OUTDOOR | |
| MECHANICAL | |
| COMPUTATIONAL | |
| SCIENTIFIC | |
| PERSUASIVE | |
| ARTISTIC | |
| LITERARY | |
| MUSICAL | |
| SOCIAL SERVICE | |
| CLERICAL | |
| "V" SCORE VERIFICATION | |

Code Number ____

17-4. What score did the student make on the GATB? (Complete Table VI below. If this student did not take the GATB, skip this table and go to question number 18-4)

TABLE VI
STUDENT'S SCORE ON GATB

Form of Test taken_______ (Indicate appropriate form) Date administered_______________

| SUB-TEST PART | RAW SCORE | G | V | N | S | P | Q | K | F | M |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | | |
| 2 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| 4 | | | | | | | | | | |
| 5 | | | | | | | | | | |
| 6 | | | | | | | | | | |
| 7 | | | | | | | | | | |
| 8 | | | | | | | | | | |
| 9 | | | | | | | | | | |
| 10 | | | | | | | | | | |
| 11 | | | | | | | | | | |
| 12 | | | | | | | | | | |
| APTITUDE SCORES | | | | | | | | | | |

**18-4.** If a vocational interest or aptitude test other than the Kuder or GATB has been given this student, complete Table VIII below by entering the name of the test and the score on each category. If no other vocational tests were given this student, omit the table.

TABLE VIII
STUDENT'S SCORE ON OTHER VOCATIONAL TESTS

| NAME OF TEST | CATEGORY OR PART | SCORE | |
|---|---|---|---|
| | | RAW | PERCENTILE |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Instructions For
Instrument 2-5

NOTE: Each interviewer must be thoroughly acquainted with these instructions as well as the instrument before attempting to collect information. If, after reading the following instructions and examining the instrument there are still questions or doubt, write or call the Indian Education Department, Arizona State University, Tempe, Arizona. Phone [illegible], Extension [illegible].

General Instructions

# APPENDIX I

## Instructions for Instrument 2-5

Instrument Number 2-5, STUDENT DROP-OUT AND EXIT INTERVIEW, INDIAN STUDENTS, has been designed for the purpose of collecting information relevant to Indian students who have dropped out of college or who are currently planning to leave college. It is divided into four parts according to source of information.

Part I, Information Obtained from Indian Students, is a fourteen-page structured interview designed to aid the interviewer in obtaining information directly from the student.

Part II, Information Obtained from College Records, is a six-page questionnaire designed to aid the interviewer in obtaining information from the student's college record.

Part III, Information Obtained from Student's College Instructors and Advisor, is a six-page structured interview designed to aid the interviewer in obtaining information about the student from his college instructors and advisor.

Part IV, Information Obtained from High School Records, is a five-page questionnaire designed to obtain information from high school records. NOTE: Part IV of this instrument is NOT being sent to the interviewer since the interviewer will NOT be responsible for collecting this data. This office, Indian Education Department, Arizona State University, after receiving the necessary information requested on Instrument 1-1, and 2-1, Part I of this instrument from the interviewer, will mail the questionnaire directly to the high school involved.

Instrument Code Number. The code number ____-2-5, found in the upper right-hand corner of each page of the instrument, is explained as follows:

In the blank space a code number will be placed which will identify each student. This number will be assigned when it becomes necessary to code data for IBM processing. The interviewer need NOT concern himself with this blank space. The first figure (2) following the blank space indicates the primary number of the instrument. The second figure (5) represents the basic objective of the study from which this instrument was designed. Following is a complete list of the basic objectives of this study and their identifying code numbers:

| Basic Objective | Code Number |
|---|---|
| To assess the current status of the Indian in higher education in selected colleges and universities in Southwestern United States | 1 |
| To determine what institutions of higher learning in the Southwest are doing in special programs for Indians in higher education; what they plan to do and what they believe should be done | 2 |

## Instructions For
## Instrument 2-5

**NOTE:** Each interviewer must be thoroughly acquainted with these instructions as well as the instrument before attempting to collect information. If, after reading the following instructions and examining the instrument there are still questions or doubt, write or call the Indian Education Department, Arizona State University, Tempe, Arizona. Phone WO7-1411, Extension 407.

### General Instructions

Instrument Number 2-5, STUDENT DROP-OUT AND EXIT INTERVIEW, INDIAN STUDENTS, has been designed for the purpose of collecting information relevant to Indian students who have dropped out of college or who are currently planning to leave college. It is divided into four parts according to source of information.

Part I, Information Obtained from Indian Students, is a fourteen-page structured interview designed to aid the interviewer in obtaining information directly from the student.

Part II, Information Obtained from College Records, is a six-page questionnaire designed to aid the interviewer in obtaining information from the studen's college record.

Part III, Information Obtained from Student's College Instructors and Adviser, is a six-page structured interview designed to aid the interviewer in obtaining information about the student from his college instructors and adviser.

Part IV, Information Obtained from High School Records, is a five-page questionnaire designed to obtain information from high school records. NOTE: Part IV of this instrument is NOT being sent to the interviewer since the interviewer will NOT be responsible for collecting this data. This office, Indian Education Department, Arizona State University, after receiving the necessary information requested on questions 5-1. and 6-1., Part I of this instrument from the interviewer, will mail the questionnaire directly to the high school involved.

Instrument Code Number. The code number ______-2-5, found in the upper right-hand corner of each page of the instrument, is explained as follows:

> In the blank space a code number will be placed which will identify each student. This number will be assigned when it becomes necessary to code data for IBM processing. The interviewer need NOT concern himself with this blank space. The first figure (2) following the blank space indicates the primary number of the instrument. The second figure (5) represents the basic objective of the study from which this instrument was designed. Following is a complete list of the basic objectives of this study and their identifying code numbers:

| Basic Objective | Code Number |
|---|---|
| To assess the current status of the Indian in higher education in selected colleges and universities in Southwestern United States | 1 |
| To determine what institutions of higher learning in the Southwest are doing in special programs for Indians in higher education: what they plan to do and what they believe should be done | 2 |

| Basic Objective | Code Number |
|---|---|
| To determine what various Indian tribes are doing in the area of higher education for Indians: what they plan to do and what they believe should be done | 3 |
| To determine what specific factors should be taken into consideration when awarding scholarships to Indians and how can they be used to predict success of Indians in college | 4 |
| To learn possible reasons for withdrawal of Indian students from college | 5 |
| To find out what happens to Indians after college | 6 |

Question Code Number. The code numbers used to identify each question on instrument 2-5 are explained as follows:

The first number is the primary number of each question. The second number refers to the source from which the data is to be collected. For example, question 1-1. is the first question on Part I of this instrument, the answer to which is obtained from source number one - the student. Again, question 1-2. refers to the first question on Part II of this instrument the answer to which is obtained from source number two - college records. Following is a complete list of sources of information and their identifying code numbers:

| Source From Which Information Is To Be Gathered | Code Number |
|---|---|
| Student | 1 |
| College Records | 2 |
| College Personnel | 3 |
| High School | 4 |
| Tribal Leaders | 5 |
| Institutional Representatives | 6 |
| State Departments of Public Instruction | 7 |
| Organizations Awarding Scholarships to Indians | 8 |

## Specific Instructions for Instrument Number 2-5

**NOTE:** Most questions on this instrument are self-explanatory for marking. Some, however, require additional explanation as follows:

### Part I

Question 11-1. If the student is enrolled in or has membership in more than one tribe, please specify each tribe.

Question 25-1a. Use phrases or short statements to describe the reasons given by students as to why a particular area of academic study was considered easiest.

Question 25-1c. Use phrases or short statements to describe the reasons given by students as to why a particular course was considered easiest.

Question 26-1a. Use phrases or short statements to describe the reasons given by students as to why a particular area of academic study was considered difficult.

Question 26-1c. Use phrases or short statements to describe the reasons given by students as to why a particular course was considered difficult.

Question 41-1. This question calls for a specific procedure. A pack of twenty-three white cards is provided for use in obtaining answers from the student. On each of twenty-two cards is typed a suggested reason for leaving school. These correspond to the twenty-two reasons, letterd "a" through "v", listed under this question. On the twenty-third card is typed the words "Other (Specify)". On this card the student is to write reasons for leaving school other than the suggested ones, if he has any. Suggested procedure is as follows:

1. Explain to the student that in order to help him answer this question you will give him a packet of twenty-three cards. Twenty-two of these contain possible reasons for his leaving school. The twenty-third card is blank except for the words "Other (Specify)". Have the student separate the twenty-two cards in two piles - one containing suggested reasons which do not apply to him and one containing suggested reasons which do apply to him. On the twenty-third card, the one asking for "Other" reasons, ask the student to write in any reasons for leaving school not included in the list of suggested reasons.

2. When you are reasonably sure the student understands the procedure, hand him the packet of cards. Allow ample time for him to thumb through the cards and to select cards containing reasons which he feels apply to him.

3. After the selections have been made, i.e. after the student has separated the cards which do apply from those which do not apply, ask the student to give you the cards which do not apply. Place these in your pocket or brief case.

4. Ask the student to arrange the cards containing the reasons for leaving school that apply to him (including the card on which he he has written a reason, if any) in order of their importance - the most important reason on top and the least important on the bottom. Allow a reasonable time for this procedure.

5. Ask the student to hand you his pack of arranged cards. Place a rubber band around them. Transfer this information to the instrument immediately after the interview has been completed. This is done by placing the figure 1 on the blank space opposite the reason indicated by the student as being most important, by placing the figure 2 on the blank space opposite the second selection, etc., etc. Remember that the cards held together by the rubber band are those which contain the information which is to be transferred to the instrument. Remember, also, that the first or top card contains the most important reason, the second card contains the second important reason, etc., etc.

6. Assemble all cards for use with the next student you interview. NOTE: If the student makes an entry on the twenty-third card, a new or different card must be used for the next interview.

## Part II

Question 5-2. Copy verbatim the reasons stated on the record. If more space is needed, use the back of the sheet on which the question is asked.

Question 13-2. Five copies of page 6 have been included in Part II. Use a separate page for each standardized test or sub-test. More forms are available if needed.

## Part III

Question 4-3. This question calls for a specific procedure. A pack of eleven red cards is provided for use in obtaining answers from the college instructor. On each of ten of the eleven cards is typed a suggested college experience which might contribute to apprehensions of defeat or failure for this student. The eleventh card is blank except for the words "Other (Specify)". On this card the instructor is to write those experiences not included on the suggested list, if any. Suggested procedure is as follows:

1. Explain to the instructor that you will hand him a pack of eleven cards. On each of ten of these cards is typed an experience that might contribute to apprehensions of defeat or failure for this student. The eleventh card is blank except for the words "Other (Specify)".

2. Ask the instructor to examine the cards. After a reasonable time has elapsed (allow him to read each card carefully), ask him to separate the cards in two piles - one containing those experiences which in his judgement apply to this student and the other containing those experiences which do not apply or which the instructor has had no opportunity to observe. On the eleventh card ask the instructor to write any experience not included in the list of suggested experiences which in his judgement would apply.

3. After the selections have been made, i.e. after the instructor has separated the cards which do apply from those which do not apply, ask the instructor to give you the cards which do not apply including those which he has had no opportunity to observe. Place these in your pocket or brief case.

4. Ask the instructor to arrange the cards which apply to the student (including the card on which he has written an experience, if any) in order of their importance - the most important experience on top and the least important on the bottom. Allow a reasonable time for this procedure.

5. Ask the instructor to hand you his pack of arranged cards. Place a rubber band around them. Transfer this information to the instrument immediately after the interview has been completed. This is done by placing the figure 1 on the blank space opposite the experience indicated by the instructor as being most important, by placing the figure 2 on the blank space opposite the second selection, etc., etc. Remember that the cards held together by the rubber band are those which contain information which is to be transferred to the instrument. Remember, also, that the experiences that might contribute to apprehensions of defeat or failure are in order of importance, the first or top card being the most important, the second card being second in importance, etc. etc.

6. Assemble all cards for use with the next instructor you interview.
   NOTE: If the instructor makes an entry on the eleventh card, a new or different card must be used for the next interview.

Question 5-3. This question calls for the same procedure as that used in question 4-1., Part I, Specific Instructions. Blue cards have been provided for this question since the wording of the reasons has been changed slightly and because a difference in color of cards will serve to prevent their being mixed.

# APPENDIX J

**Student Drop-out and Exit Interview: Information Obtained from Indian Students (Instrument Number 2-5)**

Code Number____-2-5

**Instrument Number 2-5**
**Student Drop-Out and Exit Interview**
**Indian Students**

## Part I - Information Obtained from Indian Students

**NOTE:** This instrument is to be used exclusively for obtaining information from Indian students who have dropped out of college and from Indian students currently planning to leave college.

**1-1.** Student's Name________ (Last) ________ (First) ________ (Middle)

**2-1.** Student's Date of Birth________ (Month) ________ (Day) ________ (Year)

**3-1.** Student's Place of Birth________ (Reservation, if born on reservation) ________ (Post Office) ________ (State)

**4-1.** Student's Sex (Circle One) Male Female

**5-1.** Name of high school from which student graduated (Specify)________

**6-1.** Address of high school from which student graduated ________ (Post Office) ________ (State)

**7-1.** Institution in which this student is presently enrolled or was last enrolled (Specify)

________ (Name of Institution) ________ (Post Office) ________ (State)

**8-1.** Student's most recent school address during last semester or portion of semester in school (Specify)

________ (On-Campus Dormitory) ________ (Off-Campus Street) ________ (Post Office) ________ (State)

**9-1.** Student's Home Address ________ (Reservation) ________ (Non-Reservation) ________ (Post Office) ________ (State)

Code Number_____ -2-5

10-1. What part of his life has this student lived on a reservation? (Circle Appropriate Answer) (1) None

(2) About 1/4 of my life (3) About 1/2 of my life (4) About 3/4 of my life (5) Lived all my life on a reservation

11-1. Student's tribal enrollment or membership (Specify)________________________

12-1. Father's tribal enrollment or membership (Specify)________________________

13-1. Mother's tribal enrollment or membership (Specify)________________________

14-1. Student's degree of Indian blood (Circle fraction most nearly correct) 4/4 3/4 1/2 1/4 1/8

15-1. Can this student speak a tribal language? (Circle One) Yes No (If Yes, specify language) ____________

16-1. Can this student understand a tribal language? (Circle One) Yes No

17-1. Did this student learn English as a second language? (Circle One) Yes No

18-1. Is English spoken in the home of this student's parents? (Circle One) (1) Always (2) Usually (3) Some (4)Never

19-1. Was this student employed during his last semester in school? (Circle One) Yes No (If yes, answer questions 19-1a. and 19-1b. - if No, skip to question 20-1.)

19-1a. Hours worked per week (Circle One) (1)1-5 (2)6-10 (3)11-15 (4)16-20 (5) More than 20 hours

19-1b. Dollar income per week (Circle One) (1)1-5 (2)6-10 (3)11-15 (4)16-20 (5) More than 20 dollars

20-1. Higher institutions (including Junior Colleges) in which this student may have enrolled and withdrawn. (If this student has been in institutions other than the one in which he is presently enrolled, complete TABLE I on the following page. If this is the only institution which this student has attended, skip to question 21-1.)

Code Number _____-2-5

### TABLE I

### OTHER INSTITUTIONS WHICH THIS STUDENT HAS ATTENDED: INSTITUTION, ENROLLMENT AND WITHDRAWAL DATES, STUDENT'S ESTIMATE OF INDIANS ATTENDING

| Name of Institutions* | Month and Year of Enrollment | Month and Year of Withdrawal | Student's Estimate of Number of Indian Students Attending This Institution |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

*Four lines have been provided for listing previous institutions in which this student may have enrolled and withdrawn. If more space is needed, use the back of this page.

21-1. Was this student receiving a scholarship during his last semester in school? (Circle) Yes No (If Yes, answer appropriate questions 21-1a. through 21-1u. -if No, skip to question 22-1.)

21-1a. How many different scholarships was this student receiving? (Circle One) (1)1 (2)2 (3)3 (4)4 (5)More than 4 scholarships

21-1b. What were the sources of the scholarships? (Circle Appropriate Source or Scources) (1)Tribe (2)College (3)Industry (4)Bureau of Indian Affairs (5)Other (Specify)________________________________

NOTE:
If student received a tribal scholarship, complete questions 21-1c., 21-1d., 21-1e., and 21-1f.
If student received a scholarship from a college, complete questions 21-1g., 21-1h., and 21-1i.
If student received a scholarship from an industry, complete questions 21-1j., 21-1k., 21-1m., and 21-1n.
If student received a scholarship from Bureau of Indian Affairs, complete questions 21-1o., 21-1p., and 21-1q.
If student received a scholarship from other source, complete questions 21-1r., 21-1s., 21-1t., and 21-1u.

Scholarship Granted by Tribes:

21-1c. What Indian tribe granted this scholarship? (Specify)____

21-1d. What was the total value of tribal scholarship in dollars per school year? (Circle Appropriate Amount)
(1)1-50 (2)51-100 (3)101-200 (4)201-500 (5)501-1000 (6)1001-1500 (7)More than 1500 dollars

21-1e. What was the purpose of tribal scholarship? (Circle Appropriate Answer) (1) Tuition Only
(2)Board and room only (3)Incidental expenses only (4)Both tuition and board and room
(5)Tuition, board and room, and incidental expenses (6)Other (Specify)____

21-1f. How were tribal scholarship funds received by this student? (Circle Appropriate Answer) (1)Once a month
(2)Once a semester (3)Once a year (4)Student did not receive funds directly - money sent to institution
for distribution (5)Other (Specify)____

Scholarship Granted by Colleges:

21-1g. What was the total value of college scholarship in dollars per school year? (Circle Appropriate Amount)
(1)1-50 (2)51-100 (3)101-200 (4)201-500 (5)501-1000 (6)1001-1500 (7)More than 1500 dollars

21-1h. What was the purpose of college scholarship? (Circle Appropriate Purpose) (1)Tuition only
(2)Board and room only (3)Incidental expenses only (4)Both tuition and board and room
(5)Tuition, board and room, and incidental expenses (6)Other (Specify)____

21-1i. How was college scholarship funds received by student? (Circle Appropriate Answer) (1)Once a month
(2)Once a semester (3)Once a year (4)Student did not receive funds directly - money sent to
institution for distribution (5)Other (Specify)____

Scholarship Granted by Industry:

21-1j. What was the name of the industry granting this scholarship? (Identify)________________

21-1k. What was the total value of industry scholarship in dollars per year? (Circle Appropriate Amount)

(1)1-50 (2)51-100 (3)101-200 (4)201-500 (5)501-1000 (6)1001-1500 (7)More than 1500 dollars

21-1m. What was the purpose of industry scholarship? (Circle Appropriate Answer) (1)Tuition only

(2)Board and room only (3)Incidental expenses only (4)Both tuition and room and board

(5)Tuition, board and room, and incidental expenses (6)Other (Specify)________________

21-1n. How was industry scholarship funds received by student? (Circle Appropriate Answer) (1)Once a month

(2)Once a semester (3)Once a year (4)Student did not receive funds directly - money sent to

institution for distribution (5)Other (Specify)________________

Scholarship Granted by Bureau of Indian Affairs:

21-1o. What was the total of Bureau's scholarship in dollars per school year? (Circle Appropriate Amount)

(1)1-50 (2)51-100 (3)101-200 (4)201-500 (5)501-1000 (6)1001-1500 (7)More than 1500 dollars

21-1p. What was the purpose of Bureau's scholarship? (Circle Appropriate Purpose) (1)Tuition only

(2)Board and room only (3)Incidental expenses only (4)Both tuition and board and room

(5)Tuition, board and room, and incidental expenses (6)Other (Specify)________________

21-1q. How were the Bureau's scholarship funds received by the student? (Circle Appropriate Answer)

(1)Once a month (2)Once a semester (3)Once a year (4)Student did not receive funds directly - money

sent to institution for distribution (5)Other (Specify)________________

**Other Scholarship Grants:**

21-1r. What was the source of other scholarship? (Identify)________________________________

21-1s. What was the total value of other scholarship in dollars per school year? (Circle Appropriate Amount)

(1)1-50 (2)51-100 (3)101-200 (4)201-500 (5)501-1000 (6)1001-1500 (7)More than 1500 dollars

21-1t. What was the purpose of other scholarship? (Circle Appropriate Purpose) (1)Tuition only

(2)Board and room only (3)Incidental expenses only (4)Both tuition and board and room

(5)Tuition, board and room, and incidental expenses (6)Other (Specify)________________

21-1u. How were other scholarship funds received by student? (Circle Appropriate Answer) (1)Once a month

(2)Once a semester (3)Once a year (4)Student did not receive funds directly - money sent to

institution for distribution (5) Other (Specify)________________________

22-1. What is this student's marital status? (Circle One) (1)Single (2)Married (3)Separated (4)Divorced

(5)Widowed (If married, answer question 22-1a.- if other than married, skip to question 23-1.)

22-1a. Was spouse employed? (Circle One) Yes No (If Yes, answer question 22-1b. - if No, skip to 23-1.)

22-1b. What was spouse's dollar income per week? (Circle Appropriate Amount) (1)1-10 (2)11-20 (3)21-30

(4)31-40 (5)41-50 (6)51-60 (7)61-70 (8)71-80 (9)More than 80 dollars

23-1. Was this student receiving financial assistance other than a scholarship and/or employment during his last semester in school? (Circle One) (1)Yes (2)No (3)Student declined to answer (If Yes, complete TABLE II on the following page, giving pertinent data for each source of assistance - if No or refusal, skip to 24-1.)

Code Number_____-2-5

## TABLE II

## SOURCES OF FINANCIAL ASSISTANCE FOR THIS STUDENT OTHER THAN SCHOLARSHIP AND/OR EMPLOYMENT

| Source of Financial Assistance (other than scholarship and/or employment) | Amount in Dollars Per Semester | Is this a loan? (Circle One) | Is this a gift? (Circle One) |
|---|---|---|---|
| Parents | | Yes - No | Yes - No |
| Guardian | | Yes - No | Yes - No |
| Other relatives | | Yes - No | Yes - No |
| Tribe | | Yes - No | Yes - No |
| Friends | | Yes - No | Yes - No |
| Bureau of Indian Affairs | | Yes - No | Yes - No |
| National Defense Education Act | | Yes - No | Yes - No |
| Other (Specify) | | Yes - No | Yes - No |

24-1. Did this student attend a planned college orientation program for Indian students prior to entering college? (Circle One) Yes No (If Yes, answer questions 24-1a.and 24-1b. -if No, skip to question 25-1.)

24-1a. Where did orientation program take place? (Write in name of institution)______________________

24-1b. How many days were devoted to a planned orientation program? (Circle One) (1)Less than one day (2)1-2 (3)3-7 (4)8-14 (5)15-21 (6)Over 21 days

25-1. Which general area of academic study, for example, history, English, mathematics, etc., has been easiest for this student? (Write in the area of study)______________________

25-1a. Why was this area of academic study considered easiest? (Write in comment given by student)______________

______________________________________________

25-1b. What specific course in this area was considered easiest? (Write in course and number)______________

25-1c. What was there about this course that was easy? (Write in comment given by student)______________

______________________________________________

26-1. Which general area of academic study has been most difficult for this student? (Write in the area of study)

______________________________________________

26-1a. Why was this area of academic study considered most difficult? (Write in comment given by student)

______________________________________________

26-1b. What specific course in this area was considered most difficult? (Write in course and number)

______________________________________________

26-1c. What was there about this course that was most difficult? (Write in comment given by student)

______________________________________________

27-1. How many semester hours of course work were carried by this student during his last semester or portion of semester in college? (Write in total number of hours)______________

27-1a. Average hours per week devoted to study and preparation outside of class? (Circle Appropriate Answer) (1)5 or less (2)6-10 (3)11-15 (4)16-20 (5)21-25 (6)26-30 (7)More than 30 hours

27-1b. Average hours per week spent in library? (Circle Appropriate Answer) (1)One or less (2)2-3 (3)4-5 (4)6-7 (5)8-9 (6)More than 9 hours

28-1. Did this student have any really close friends in this school? (Circle One) Yes No (If Yes, complete question 28-1a. -if No, skip to 29-1.)

28-1a. How many of them were Indians? (Circle Appropriate Answer) (1)0 (2)1 (3)2 (4)3 (5)4 (6)More than 4 were Indians

29-1. How many roommates did this student have during his last semester in college? (Circle One) (1)0 (2)1 (3)2 (4)3 (5)4 (6)More than 4 roommates (If one or more, answer question 29-1a. -if none, skip to 30-1.)

29-1a. How many of them were Indians? (Circle One) (1)0 (2)1 (3)2 (4)3 (5)4 (6)More than 4 were Indians

30-1. What reasons for going to college are given by this student? NOTE: List each reason given in the language used by the student. The first reason given or the major reason should be listed first. Other reasons should be listed in the order in which they are stated by the student.

1.______________________________________________

2.______________________________________________

3.______________________________________________

4.______________________________________________

31-1. Did this student have a program adviser? (Circle One) Yes No (If Yes, answer 31-1a. -if No, skip to 32-1.)

31-1a. Total number of conferences with program adviser prior to date of student's drop-out or exit? (Circle One) (1)None (2)1 (3)2 (4)3 (5)4 (6)5 (7)6 (8)7 (9)More than 7 conferences

32-1. Did this student have contact with a special adviser of Indian students? (Circle One) Yes No (If Yes, answer question 32-1a. -if No, skip to question 33-1.)

32-1a. Number of conferences with special adviser of Indian students prior to date of drop-out or exit since last September.

(Circle One) (1)None (2)1 (3)2 (4)3 (5)4 (6)5 (7)6 (8)7 (9)More than 7

33-1. In what clubs and school activities did this student participate? (Circle Appropriate Answer or Answers)

(1)Indian Club

(2)Fraternity

(3)Sorority

(4)Religious Organizations

(5)Student Government

(6)Band

(7)Athletics, Varsity (Specify)________________ ________________ ________________

(8)Other (Specify)________________________________________________

(9)None ________________________________________________

34-1. In which of the following capacities has this student served as a member of a club or organization?

(Circle Appropriate Answer or Answers)

(1)A member only

(2)Officer (Specify office or offices held) ________________ ________________

(3)Committee member

(4)Delegate

(5)Other (Specify)________________________________________________

Number Code_____-2-5

36-1a. At the various grade levels was this student the only Indian in his classroom or was he in a classroom with non-Indians? (Check appropriate column*)

| Grade level | In classroom exclusively Indian | In classroom with majority of Indians | In classroom with minority of Indians | In classroom in which this student was the only Indian |
|---|---|---|---|---|
| Pre-first** | | | | |
| 1st | | | | |
| 2nd | | | | |
| 3rd | | | | |
| 4th | | | | |
| 5th | | | | |
| 6th | | | | |
| 7th | | | | |
| 8th | | | | |
| 9th | | | | |
| 10th | | | | |
| 11th | | | | |
| 12th | | | | |

*If student was in one grade more than one year, count only the first year he was in that grade. If the student spent part of the day in one category of classroom and part of the day in another category of classroom or if he spent part of the year in one category of classroom and part of the year in another category of classroom, put more than one check for that grade level. If the student is unable to remember, ask him to guess and place a question mark after the check mark.

**Do not consider kindergarten or nursery school as pre-first. For purposes of this study a person in the pre-first is old enough to be in the first grade but is placed in the pre-first to prepare him for the first grade.

Code Number_____-2-5

36-1. What elementary and secondary or special schools did this student attend? (Complete TABLE III)

## TABLE III

### ELEMENTARY AND SECONDARY OR SPECIAL SCHOOLS ATTENDED BY THIS STUDENT IN ORDER OF DATES OF ATTENDANCE

NOTE: List each elementary and secondary or special school attended by this student in order of dates of attendance. DO NOT LIST COLLEGES AND UNIVERSITIES ATTENDED.

| Name of School | Post Office | State | Type of School (Check Appropriate Columns) | | | | | | | | Highest Grade Level Completed | School Location (Check one) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Public | | Parochial* | | Private** | | Government | | | | |
| | | | Board# | Day | Board. | Day | Board. | Day | Board. | Day | | On Res. | Off Res. |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

#Check "Board." column if student lived in a dormitory while attending school. Check "Day" column if student did not live in a dormitory while attending school.

*Include mission schools in this column.

**Do not include mission or parochial schools in this column.

XXXIf student has graduated from high school, check name of that high school.

37-1. Family Data (Complete TABLE IV on the following page and, if applicable, TABLE V.) NOTE: If this student is single, separated, divorced, or widowed, complete TABLE IV only and omit TABLE V. If this student is married, complete both tables.

## TABLE IV

## FAMILY DATA OF SINGLE, SEPARATED, DIVORCED, OR WIDOWED STUDENTS

| Name | Relationship To Student | Age | (Check Appropriately) |  | Highest School Grade Completed | (Check Appropriately) |  |  |
|---|---|---|---|---|---|---|---|---|
|  |  |  | Living | Deceased |  | Speaks English Only | Speaks Tribal Language Only | Speaks Both Languages |
|  | Father |  |  |  |  |  |  |  |
|  | Mother |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

## TABLE V

## FAMILY DATA OF MARRIED STUDENTS

| Name (List spouse and children) | Relationship | Age | Tribal Membership or Enrollment | Degree of Indian Blood* | Present Grade or Highest School Grade Completed |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

*Express as a common fraction such as 4/4, 3/4, 1/2, 1/4, or 1/8.

38-1. Have the parents learned that he is leaving or has left school? (Circle One) Yes No

39-1. If Yes, who first told the parents? (Circle One) This Student Other Student Sibling

Other Relative Other (Specify) ____________________

40-1. Has the student heard what the attitude of his parents is towards his leaving this college?

(Circle One) Yes No (If Yes, answer question 40-1a.-If No, answer question 40-1b.)

40-1a. What was parent's attitude toward student's leaving this college? (Circle Appropriate Answer)

(1) Parents are pleased. They actively encouraged the leaving (2) Parents are pleased but did not actively encourage the leaving (3) Parents are neither pleased nor displeased about the leaving (4) Parents are displeased at the leaving but did not actively encourage the student to stay in college (5) Parents are displeased. They actively encouraged the student to stay in college. (6) Other (Specify)____________________

40-1b. What reaction does the student think the parents will have when they learn about his leaving this college? (Circle Appropriate Answer) (1) They will be pleased. They have encouraged the leaving (2) They will be pleased but did not actively encourage the leaving (3) They will be neither pleased nor displeased about the leaving

(4) They will be displeased at the leaving but will not actively encourage the student to stay in college

(5) Parents will be displeased. They will actively encourage the student to stay in college.

(6) Other (Specify)____________________________________________

Code Number____-2-5

**41-1.** Does this student plan to return to college? (Circle One) (1) Yes (2) No (3) Undecided about returning to college

**42-1.** What was the age of this student when he first entered the pre-first or first grade? ____________
Age

**43-1.** To what extent does or did this student do the following? (Circle Appropriate Answer for Each)

1. Smoking: (1) Never (2) Less than ½ pack per day (3) ½ to 1 pack per day (4) More than 1 pack per day
2. Drinking Alcoholic Beverages: (1) Never (2) Only on special occasions (3) Once per month (4) Once per week (5) Daily
3. Dating: (1) Never (2) Only on special occasions (3) Once per month (4) Once per week (5) Daily
4. Dancing: (1) Never (2) Only on special occasions (3) Once per month (4) Once per week (5) Daily

Code Number_____-2-5

44-1. What reasons does this student give for leaving school? NOTE: Use white cards for this question. See specific instructions, Part I, question 40-1. for special procedures.

_____ (a)Could not make passing grades
_____ (b)Lost interest in attending college
_____ (c)Did not have sufficient finances
_____ (d)Wanted to attend another school
_____ (e)Had to quit to take a full-time job
_____ (f)Planned to get married
_____ (g)Conditions at home did not permit me to stay in college
_____ (h)My parents moved from the area
_____ (i)Entered military service
_____ (j)Poor health
_____ (k)High school preparation was inadequate for college work
_____ (l)Found it difficult to study
_____ (m)Had to take courses in which I lacked interest
_____ (n)Could not make Indian friends in college
_____ (o)Could not make non-Indian friends in college
_____ (p)College was different from what I expected it to be
_____ (q)Alcohol
_____ (r)No clear-cut field of interest in college
_____ (s)Did not plan to complete college
_____ (t)Parents did not encourage me to continue in college
_____ (u)Courses I wanted were not offered
_____ (v)Homesick
_____ (w)Other (Specify)______________________________

______________ (Completed by)

______________ (Name of Institution)

______________ (Month-Day-Year)

______________ (Minutes Needed to Complete Part I)

# APPENDIX K

## Student Drop-out and Exit Interview: Information Obtained from College Records

Code Number____-2-5

Instrument Number 2-5
Student Drop-Out and Exit Interview
Indian Students

## Part II - Information Obtained from College Records

**NOTE:** This instrument is to be used exclusively for obtaining information from the college records of Indian students who have dropped out of college and of Indian students currently planning to leave college.

1-2. Student's Name____________________ ____________________ ____________________
(Last) (First) (Middle)

2-2. Date student first enrolled in this institution____________ ____________ ____________
(Month) (Day) (Year)

3-2. Date of student's withdrawal ____________ ____________ ____________
(Month) (Day) (Year)

4-2. What was the nature of this student's withdrawal? (Circle One) (1)Student voluntarily left school (2)Institution requested student to leave school

5-2. What reasons for student's withdrawal are stated in the record? (State Reasons Given)____________________

________________________________________

6-2. What was this student's college classification at time of withdrawal? (Circle One) (1)Freshman (2)Sophomore (3)Junior (4)Senior (5)Graduate (6)Special

7-2. Name of student's program adviser at time of withdrawal? (Specify)____________________
**NOTE:** Obtaining adviser's name at this time will aid the interviewer in completing Part III of this instrument.

8-2. Was this student in danger of being placed on either academic warning or probation at time of withdrawal? (Circle One) Yes No (If Yes, complete question 8-2a. -if No, skip to question 9-2.)

8-2a. Was this student on academic probation at time of withdrawal? (Circle One) Yes No

Code Number_____ -2-5

**9-2.** Has this student repeated any college courses? (Circle One) Yes No (If Yes, answer question 9-2a. -if No, skip to question 10-2.)

**9-2a.** What courses did this student repeat? (Complete the table below)

### TABLE I

### COURSES REPEATED BY THIS STUDENT: COURSE TITLE, COLLEGE, GRADE ON FIRST ATTEMPT AND GRADE ON SECOND ATTEMPT

| Course Title | College* | Course Grade On First Attempt | Course Grade On Second Attempt |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

*College refers to the college of the institution in which the course is given. (College of Engineering, College of Education, College of Arts and Science, etc., etc.)

Code Number____-2-5

**10-2.** What college courses has this student completed? (Complete table below) **NOTE:** If a large number of courses has been completed by this student, it may be preferable to attach a transcript of the student's academic record to this part of the instrument rather than complete the following table.

TABLE II

COURSES COMPLETED BY THIS STUDENT:
COURSE TITLE, COLLEGE, COURSE
GRADE, AND SEMESTER HOURS

| Course Title | College* | Course Grade | Semester Hours** |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

*College refers to the college of the institution in which the course is given. (College of Engineering, College of Education, College of Arts and Science, etc., etc.)

**Quarter hours must be converted and recorded as semester hours.

**NOTE:** Use the reverse side of this page if additional space is needed.

Code Number_____-2-5

11-2. Courses in which this student was enrolled at time of withdrawal (Complete the table below) If this student completed his last semester, show the subjects in which he was enrolled during that semester.

### TABLE III

### COURSES IN WHICH THIS STUDENT WAS ENROLLED OR WHICH HE COMPLETED DURING HIS LAST SEMESTER: INSTRUCTOR, COLLEGE, COURSE TITLE, SEMESTER HOURS, AND LETTER GRADES

| Instructor | College* | Course Title | Semester Hours** | Letter Grade*** |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

*College refers to the college of the institution in which the course is given. (College of Engineering, College of Education, College of Arts and Science, etc., etc.)

**Quarter hours must be converted and recorded as semester hours.

***Grades recorded on transcripts as number grades or letter grades other than those shown below, must be converted to conform with the following:

A = Highest grade
B = Above average grade
C = Average grade
D = Lowest passing grade
E = Failure
I = Incomplete
W/P = Withdrew with passing grades
W/E = Withdrew with failing grades

12-2. Student's academic record (Complete the table below)

## TABLE IV

### INSTITUTION ATTENDED, DATES OF ATTENDANCE, FIELD OF STUDY, GRADES, AND TOTAL HOURS OF CREDIT UNDERTAKEN BY THIS STUDENT

| Name of College or University | Dates Of Attendance | | Field Of Study | | Grades* | | | | | | | | Total Hours Of Credit Undertaken |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | From | To | Major | Minor | A | B | C | D | E | I | W/P | W/E | |
| SAMPLE - Podunk Univ. | Sept. 1955 | June 1956 | Education | Psychology | 10 | 6 | | 12 | | | | | 28 |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

*Enter the number of semester hours of each letter grade the student has received at each institution attended. For example, a student attending one university for a whole school year may have earned a grade of "A" in ten semester hours of course work, a grade of "B" in six semester hours, and a grade of "D" in twelve semester hours for a total of twenty-eight semester hours. In this case, the figure 10 would be entered in the column headed "A", the figure 6 in the "B" column, the figure 12 in the "D" column, and the figure 28 in the "Total Hours of Credit Undertaken" column. Quarter hours must be converted and recorded as semester hours. Grades recorded on transcripts as number grades or letter grades other than those in the table above must be converted to letter grades to conform with the following:

A = Highest grade

B = Above average grade

C = Average grade

D = Lowest passing grade

E = Failure

I = Incomplete

W/P = Withdrew with passing grades

W/E = Withdrew with failing grades

Code Number ____-2-5

13-2. What test scores* did this student make on college standardized tests?**

Name of test ______________________ Raw Score (Number of items right)*** __________

Derived Score __________ (If derived score is given, answer questions 13-2a. and 13-2b.)

13-2a. Type of derived score (Circle Appropriate Answer) (1)Percentile rank (2)Age scale (3)Grade scale (4)Standard score with mean of ______ and SD of ______ (5)Other (Specify) ______________________

13-2b. From which norm group was the derived score obtained? (Describe in detail)

(1)Local norm ______________________

(2)Published norm ______________________

(3)Other (Specify) ______________________

*Your institution's testing service can assist you in obtaining this information

**Separate pages have been provided for each different test. More are available if needed.

***It is extremely important that the raw score (number of items right) be given for each test. If the raw score is available, no other data need be given. If the raw score is not available, indicate the method by which the derived score was obtained.

| | | | |
|---|---|---|---|
| (Completed By) | (Name of Institution) | (Month-Day-Year) | (Minutes Needed to Complete Part II) |

# APPENDIX L

## Student Drop-out and Exit Interview: Information Obtained from Student's College Instructors and Advisors

Code Number _____-2-5

Instrument Number 2-5
Student Drop-out and Exit Interview
Indian Students

## Part III - Information Obtained from Student's College Instructors and Adviser*

**NOTE:** This instrument is to be used exclusively for obtaining information about Indian students who have dropped out of college and from Indian students currently planning to leave college.

1-3. Student's Name ________________ (Last) ________________ (First) ________________ (Middle)

2-3. Name of instructor or adviser being interviewed ________________ (Last) ________________ (First)

3-3. In what capacity did you serve this student? (Circle Appropriate Answer or Answers) (1) Guidance counselor (2) Adviser of Indian students (3) Program adviser (4) Classroom instructor (5) Other (Specify)____________

4-3. What college experiences seemed formidable for this student? **NOTE:** Use red cards for this question. See specific instructions, Part III, question 4-3. for special procedures.

______(a) Making new friends (Indians)
______(b) Making new friends (Non-Indians)
______(c) Participation in campus social activities
______(d) Lesson preparation
______(e) Organization of study time
______(f) Class recitation
______(g) Academic examinations
______(h) Oral communications
______(i) Written communications
______(j) Reading ability
______(k) Other (Specify) ________________________________

---

*It is extremely important that at least two copies of Part III be completed on each student. If possible, this form should be completed by as many as four instructors and the adviser.

5-3. What reasons were cited by instructors or advisers for this student's withdrawal from college? NOTE: Use blue cards for this question. See specific instructions, Part III, question 5-3., for special procedures.

_____(a) Could not make passing grades
_____(b) Lost interest in attending college
_____(c) Did not have sufficient finances
_____(d) Wanted to attend another school
_____(e) Had to quit to take a full-time job
_____(f) Planned to get married
_____(g) Entered military service
_____(h) Parents moved from this state
_____(i) Conditions at home did not permit student to stay in college
_____(j) Poor health
_____(k) High school preparation was inadequate for college work
_____(l) Found it difficult to study
_____(m) Had to take courses in which student lacked interest
_____(n) Could not make Indian friends in college
_____(o) Could not make non-Indian friends in college
_____(p) College was different from what this student expected it to be
_____(q) Alcohol
_____(r) No clear-cut field of interest
_____(s) Did not plan to complete college
_____(t) Parents did not encourage student to continue in college
_____(u) Courses student wanted were not offered
_____(v) Homesickness
_____(w) Other (Specify)_____

6-3. How would you rate this student on each of the following traits? (Circle the number corresponding to the appropriate response)

6-3a. Which of the following best describes this student's personal appearance?

(1) Overdressed to the extent that it seems to cause a negative reaction among other students

(2) Noticeably, but not offensively "over-dressed"

(3) Generally better dressed and neater than the typical student

(4) Dress and neatness in no major way different from that of classmates

(5) Generally less neat in appearance than the typical student

(6) Sufficiently "sloppy" to create the impression that the student is indifferent to personal appearance

(7) Slovenly as to be very unattractive in dress and appearance

(8) No opportunity to observe

6-3b Which of the following best describes this student's ability to do independent work in his studies?

(1) Able to complete academic assignment without any individual assistance

(2) Able to complete academic assignments without individual help more often than not

(3) Requires individual help with academic assignments about half the time

(4) Requires individual help with academic assignments more often than not

(5) Unable to complete academic assignments even with considerable special attention

(6) No opportunity to observe

6-3c. Which of the following best describes this student's interest in classroom instruction?

(1) Creates the impression that he resents what is done

(2) Apparently indifferent to what goes on

(3) Sometimes interested, sometimes not

(4) Interested, but not enthusiastic

(5) So enthusiastic he infects others

(6) No opportunity to observe

6-3d. Which of the following best describes the soundness of this student's comments in the classroom?

(1) Comments always reflect a careful integration of all available information

(2) Comments appear to be sound more often than not

(3) Comments appear to be sound about half the time

(4) Comments appear to be unsound more often than not

(5) Comments seem to reflect little logical integration or awareness of available information

(6) No opportunity to observe

6-3e. Which of the following best describe the extent to which this student is dependable?

(1) Almost completely irresponsible

(2) Neglects more responsibility than he fulfills

(3) Can be depended upon to fulfill about half his responsibilities

(4) Fulfills more responsibility than he neglects

(5) Virtually never fails to carry out a responsibility

(6) No opportunity to observe

6-3f. Which of the following best describes this student's self-confidence?

(1) Over-confident to the point of arrogance

(2) Sufficiently confident to be willing to express himself spontaneously on almost every topic

(3) Freely expresses himself on some things, but avoids comment on others

(4) Lacking confidence to the extent that he will express himself only when asked

(5) So unsure of himself that he avoids expressing himself even when asked

(6) No opportunity to observe

6-3g. Which of the following best describes the extent to which this student shows perseverance in his school work?

(1) Gives so much attention to studies that he neglects other aspects of life

(2) Sufficiently diligent to overcome more than normal distractions

(3) About as diligent as the average student

(4) Concentrates on studies only when restricted or put under pressure

(5) So easily distracted he seldom gets around to his studies no matter what is due

(6) No opportunity to observe

6-3h. Which of the following best describes the soundness of this student's decisions?

(1) Decisions always reflect a careful integration of all available information

(2) Decisions appear to be sound more often than not

(3) Decisions appear to be sound about half the time

(4) Decisions appear to be unsound more often than not

(5) Decisions seem to reflect little logical integration or awareness of available information

(6) No opportunity to observe

11-31. Which of the following best describes this student's ability to express himself orally in English?

(1) Ability a definite asset to his college career

(2) Better than the average college student's ability

(3) Ability typical of most college students

(4) Less ability than most college students

(5) Lack of ability may jeopardize his college career

(6) Unlikely he will complete college due to lack of ability

(7) No opportunity to observe

11-31. Which of the following best describes this student's ability to express himself in written English?

(1) Ability a definite asset to his college career

(2) Better than the average college student's ability

(3) Ability about typical of most college students

(4) Less ability than most college students

(5) Lack of ability may jeopardize his college career

(6) Unlikely he will complete college due to lack of ability

(7) No opportunity to observe

**Instructor or Advisor:**

**If you have any thoughts on why this student left college that are not revealed by this questionnaire please note them here.**

# APPENDIX M

## Student Drop-out and Exit Interview: Information Obtained from High School Records

Code Number ____2-5

Instrument Number 2-5
Student Drop-Out and Exit Interview
Indian Students

## Part IV - Information to be obtained from high school records

NOTE: This instrument is to be used exclusively for obtaining information from high school records about Indian students who have dropped out of college and about Indian students currently planning to leave college.

1-4. Student's name ______________ (Last) ______________ (First) ______________ (Middle)

2-4 Name of high school from which student was graduated (Specify) ______________

3-4 Address of high school from which student was graduated ______________ (Post-office) ______________ (State)

4-4 Date student graduated from high school ______________ (Month) ______________ (Year)

5-4 Number of students in the graduating class (Specify exact number) ______________

6-4 What was the total student enrollment of high school at the time this student graduated?

(Circle appropriate number) (1) Less than 100 (2) 100-200 (3) 201-500 (4) 501-750 (5) 751-1000

(6) 1001-1500 (7) 1501-2000 (8) More than 2000 students

7-4 Student's rank in graduating class (Circle one) (1) Upper one-third (2) Middle one-third (3) Lower one-third

8-4 Did the high school provide this student with services of one or more full-time guidance counselors? (Circle one)

Yes No (If Yes, answer question 8-4a. - if No, skip to question 9-4.)

8-4a. What basic guidance and counseling services were provided for this student by the school? (Circle appropriate service or services) (1) Individual counseling (2) Group counseling (3) Individual inventory (4) Vocational information (5) Placement (6) Follow-up

Code Number_____-2-5

9-4. Did the high school provide this student with services of a part-time guidance counselor? (Circle one) Yes No

(If Yes, answer question 9-4a. - if No, skip to question 10-4.)

9-4a. What basic, part-time guidance and counseling services were provided for this student by the school?

(Circle appropriate service or services) (1) Individual counseling (2) Group counseling

(3) Individual inventory (4) Vocational information (5) Placement (6) Follow-up

10-4. Student's high school academic record. (Complete the table below. List each subject completed such as math, world history, beginning typing, etc. Show the grade received as recorded on official school records and the number of Carnegie Units of credit allowed.) NOTE: A transcript of this student's high school academic record may be substituted in lieu of completing the following table.

Table I
High School Record

| Name of Subject | Grade Received | Units of Credit | Name of Subject | Grade Received | Units of Credit |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Code Number_____-2-5

**11-4.** In what extra-curricular or co-curricular activities did this student participate while in school? (Circle appropriate activity or activities)

1. Student government
2. Athletics (Specify) ____________________
3. Band
4. Chorus or glee club
5. School clubs (Specify) ____________________
6. Newspaper or annual
7. Other (Specify) __________ __________ __________

**12-4.** What special honors, if any, (Class president, club president, scholastic honors, athletic honors, etc...) did this student attain while in high school? (List honors) ____________________

________________________________________

TEST INFORMATION

INDIVIDUAL SCORES ON TESTS ADMINISTERED IN HIGH SCHOOL ARE IMPORTANT FOR PURPOSES OF THIS STUDY. THE TABLES THAT FOLLOW CALL FOR TEST INFORMATION. ALTHOUGH THE TABLES MAY APPEAR TO BE ELABORATE, WE BELIEVE YOU WILL FIND IT RELATIVELY EASY TO ENTER ESSENTIAL INFORMATION ABOUT SCORES THIS STUDENT ACHIEVED ON MENTAL ABILITY, ACHIEVEMENT AND VOCATIONAL AND APTITUDE TESTS.

Code Number_____-2-5

**13-4.** What scores did this student make on standardized group intelligence or mental ability tests? (Complete Table II below. If group tests were not administered, skip Table II and go to question 14-4.)

TABLE II
STUDENT'S SCORES ON GROUP INTELLIGENCE OR MENTAL ABILITY TESTS

| NAME OF TEST | RAW SCORE | MA | CA | IQ | DATE ADMINISTERED |
|---|---|---|---|---|---|
| California Test of Mental Maturity | | | | | |
| Hermon Nelson | | | | | |
| Otis | | | | | |
| School and College Ability Test | | | | | |
| Other (Specify) | | | | | |

**14-4.** What scores did this student make on standardized individual intelligence or mental ability tests? (Complete Table III below. If individual tests were not administered, skip Table III and go to question 15-4.)

TABLE III
STUDENT'S SCORES ON INDIVIDUAL INTELLIGENCE OR MENTAL ABILITY TESTS

| NAME OF TEST | RAW SCORE | MA | CA | IQ | DATE ADMINISTERED |
|---|---|---|---|---|---|
| WISC - Weschler Intelligence Scale Children | | | | | |
| WAIS - Weschler Adult Intelligence Scale | | | | | |
| Stanford Binet L | | | | | |
| Thurston Primary Mental Abilities | | | | | |
| Other (Specify) | | | | | |

Code Number_____-2-5

**15-4.** What scores did this student make on standardized achievement tests? (Complete Table IV below if the student has taken tests such as the California, Stanford, Metropolitan, ITED, STEP, etc. If no achievement tests were taken, omit Table IV and go to question 16-4. Space is provided in Table IV for scores on two different tests.)

### TABLE IV
### STUDENT'S SCORES ON STANDARDIZED ACHIEVEMENT TESTS

Name of Test____________________ Edition______________ Date Administered____________________

| NUMBER OF SUB-TEST | SUBJECT AREA OF SUB-TEST | RAW SCORE | AGE SCORE | GRADE PLACEMENT SCORE | NATIONAL PERCENTILE SCORE |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| TOTAL TEST | | | | | |

Name of Test____________________ Edition______________ Date Administered____________________

| NUMBER OF SUB-TEST | SUBJECT AREA OF SUB-TEST | RAW SCORE | AGE SCORE | GRADE PLACEMENT SCORE | NATIONAL PERCENTILE SCORE |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| TOTAL TEST | | | | | |

Code Number_____-2-5

**16-4.** What scores did this student make on the Kuder Preference Test? (If the student did not take the Kuder Preference Test, skip Table V below and go to question number 17-4.)

TABLE V

STUDENT'S SCORE ON KUDER PREFERENCE RECORD

| CATEGORY | PERCENTILE SCORE |
|---|---|
| OUTDOOR | |
| MECHANICAL | |
| COMPUTATIONAL | |
| SCIENTIFIC | |
| PERSUASIVE | |
| ARTISTIC | |
| LITERARY | |
| MUSICAL | |
| SOCIAL SERVICE | |
| CLERICAL | |
| "V" SCORE VERIFICATION | |

Code Number_____-2-5

**17-4.** What score did the student make on the GATB? (Complete Table VI below. If this student did not take the GATB, skip this table and go to question number 18-4.)

TABLE VI
STUDENT'S SCORE ON GATB

Form of Test taken__________ (Indicate appropriate form) Date administered____________________

| SUB-TEST PART | RAW SCORE | G | V | N | S | P | Q | K | F | M |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | | |
| 2 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| 4 | | | | | | | | | | |
| 5 | | | | | | | | | | |
| 6 | | | | | | | | | | |
| 7 | | | | | | | | | | |
| 8 | | | | | | | | | | |
| 9 | | | | | | | | | | |
| 10 | | | | | | | | | | |
| 11 | | | | | | | | | | |
| 12 | | | | | | | | | | |
| APTITUDE SCORES | | | | | | | | | | |

**18-4.** If a vocational interest or aptitude test other than the Kuder or GATB has been given this student, complete Table VIII below by entering the name of the test and the score on each category. If no other vocational tests were given this student, omit the table.

TABLE VIII
STUDENT'S SCORE ON OTHER VOCATIONAL TESTS

| NAME OF TEST | CATEGORY OR PART | SCORE | |
|---|---|---|---|
| | | RAW | PERCENTILE |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |